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Programme of Studies For The High School

Bulletin III

Prescribed Courses
IN
SOCIAL STUDIES
INCLUDING
SOCIAL STUDIES 1, 2 and 3
SOCIOLOGY AND PSYCHOLOGY
ECONOMICS
VOCATIONS AND GUIDANCE

Additional copies of this Bulletin may be had from the
General Office of the Department of Education at
10 cents the copy.

NOTE TO THE TEACHER

The revised course in high-school English makes every teacher a teacher of Language. The students' skill and correctness in oral and written Language is the concern, not only of the teacher of English, but also of the teacher of Social Studies, Science, Mathematics and all other subjects. A special check-list of language errors will be found in the outline for the course in Language.

Students whose written work is deficient in penmanship, spelling and form will be debarred from admission to the Alberta Normal Schools.

SOCIAL STUDIES

INTRODUCTION.

The social, economic and political changes through which we are passing offer a challenge to Education, and more especially to Social Studies. The new courses have been planned to give the student an opportunity to realize the following outcomes:

1. To interest himself in the story of civilization and to discover how different peoples tried to solve problems such as we have to meet. He should compare textbooks, and should be encouraged to read fiction and current literature bearing on a period that interests him.

2. To relate his findings to present-day problems with a view to discovering how we may cope with these problems.

3. To appreciate the fact that many widely different economic and political methods have been and are being tried in different parts of the world; and to make honest appraisal of each of these systems.

4. To estimate the price in human intelligence and human leadership necessary to make desired changes in a democratic way; and to realize that he must prepare to undertake his share of responsibility.

5. To get some experience in democratic leadership and cooperation so that he may adequately discharge his social responsibilities in later life.

GENERAL REMARKS ON PROCEDURES.

Procedures should be selected that will further to the utmost the student's capacity for constructive thinking. Conclusions should be reached by his own thought processes so that they become his own mental property. He should seek his evidence, weigh it, organize it, present it and defend it.

Care should be taken in the selection of the main theme to be followed in each section of the work in order that all the pertinent facts may be correlated with it. The theme should be developed by a cooperative effort. Its presentation may take various forms, such as panel and forum discussions, debates, individual and class reports. The developing of skills in the use of collecting and evaluating evidence from various reference sources should be regarded as a worthwhile training.

The constructing of time charts and the use of maps and illustrated material are valuable for comparative purposes. Where the classes are large and there are duplicating facilities, the prep-

aration of individual guide sheets giving the different references has been found helpful.

SOCIAL STUDIES 1.

Social Studies for Grade X surveys briefly the story of man from the earliest times down to 1500. It includes not only the political history of the important peoples, but their social, economic, and moral history as well. It includes, further, the facts and influences of geography essential to the understanding of history.

An understanding of the fundamental principles is a primary objective; **it is the lessons of history**, not merely the facts, that are to be learned. Historical and social principles of importance may be observed in the past, where they are free of current prejudices. Early history is a background for an understanding of the present. In fact, many institutions of to-day cannot be understood without a knowledge of early, and especially medieval, history. Possession of the facts about the origins and movements of peoples together with their contributions to human knowledge, should help to dissipate current false ideas about races. The slowness with which our present civilization has been built up, and our great debt to past generations should be realized. Last, the study of early history is extremely interesting; the teacher may measure success by the enthusiasm he arouses.

The study of current events is part of the work to be covered. Wherever possible the history of the past should be related to the world of to-day. This need not cause a straining of facts. It is not possible to read all the problems of to-day in terms of Ancient Egypt. Other current events of interest should be discussed even if they have no bearing on early history. Perhaps it is better that there should be no set period for current events. The time allowed should be variable; some days may offer little of interest, while others may have much for interesting and valuable discussion. The topics may be suggested by the instructor, but it is better that the pupils are trained to bring up the topics themselves. This can be easily brought about by a few suggestions early in the year.

Since important facts must be retained, testing is essential. Testing should be designed, however, to stimulate interest and not to kill it. No useful purpose is gained in forcing students to memorize unimportant facts by giving them the kind of test that requires it.

If interest can be maintained and a eager spirit of inquiry built up, success has been achieved.

SUGGESTED PROCEDURES.

1. The printed outline of the course should be made available for all students. Encourage them to consult it.
2. Lecture and explanation will be required from the teacher, but the students should have every opportunity to discover things for themselves, and to express themselves. Class discussions, proper

regulated, should be employed extensively. The emphasis should be on practice in interpreting and understanding facts, and not merely on collecting and memorizing them. However, the facts, and enough of them, must be obtained before they can be interpreted.

3. The class should be organized with chairman and secretary. Have new officers twice a month so that all members get practice. The secretary keeps a record of committees, their duties, books loaned, and progress from day to day.

4. Major and required themes (e.g., No. 1 and No. 7) should be worked on by all members of the class. The work should be planned as a whole; and the task of getting the necessary information on different parts of the theme should be divided amongst committees of the class.

5. Work may be done on two or more optional themes at the same time, different sections of the class electing different themes according to interest, and each section planning and sharing its own work. The report on each theme can be made to the whole class, and be followed by questions and class discussion.

6. Current magazines and newspapers should be read during the year in terms of Social Studies. Students should scan all papers and magazines for maps, clippings and cartoons. These may be posted on the bulletin board, and then filed for use in the library. Scrapbooks and cartoon histories will also be of value.

7. Each student should make a time chart on which to record all important items. Constant reference to the chart helps the student to get a time sense without a conscious memorization of dates.

8. It is advisable to have the students occasionally spend about thirty minutes in writing on a topic that has been assigned in advance, so that subject-matter may be organized for it. (Urge care in language, composition and form.)

Use of Textbooks and Reference Books.

Three text-books are recommended for use. While no pupil need, nor should, own all three, **every pupil should have at least one.** The teacher should try to arrange for an equal distribution of the three textbooks in the class. Two lists of reference books are given. The school library should possess at least one copy of each on the primary list, and more if possible. As many as can be afforded from the secondary list should be obtained; they are all valuable.

Pupils and teachers should not confine themselves to the authorized list. Encyclopaedias and reference books are to be found in private homes as well as in civic libraries. Magazines and newspapers frequently provide excellent material. For example, the *Illustrated London News* publishes accounts of the excavation of ancient cities; the accompanying pictures are worthy of careful attention. *The National Geographic Magazine* gives accounts of primitive people living in our own time. In every community,

citizens with special knowledge on parts of the work are to be found; clergymen, lawyers, physicians, and others may well be invited into the class-room. One warning: all outside sources of information should be checked for reliability—for not every reference book is to be depended on.

For Current Events:

Scholastic: American High School Weekly, Scholastic Chamber of Commerce Bldg., Pittsburgh, Pa. (\$1.50 per year—weekly)
World Affairs: 224 Bloor St. W., Toronto, Ont. (\$1 per year—monthly.)

LIST OF BOOKS.

TEXT-BOOKS:—No pupil is expected to buy all three.

1. West: *Early Peoples*; or
 West and Eastman: *Modern Progress* (preferable).
2. DeWitt: *A Brief World History*.
3. Tenen: *The Ancient World*.

PRIMARY REFERENCES:—The school library should have at least one copy of each.

Breasted: *Ancient Times*.

Cary: *History of Rome*.

Collins: *History of Medieval Civilization*.

A. S. Peake: *Origins of Agriculture*.

Quennell: *Everyday Life in Prehistoric Times*.

GENERAL REFERENCE LIST:—School libraries.

Wells: *Outline of History*.

Atlas of Ancient and Classical Geography.

A Smaller Classical Dictionary.

Rose: *The Mediterranean in the Ancient World*.

Phillips: *Rome and the Middle Ages*.

Elson: *Modern Times and the Living Past*.

Weech: *World History*.

Pahlow: *Man's Achievement to the Age of Steam*.

Seary and Paterson: *Story of Civilization*.

Showerman: *Rome and the Romans*.

Elliot: *Teachers' Book of Social History*.

McKinley-Howland-Dann: *World History in the Making*.

Rouse: *Stories of the Old Greeks*.

Power: *Cities and Their Stories*.

Archer: *Stories of Exploration and Discovery*.

Douglas-Smith: *The World of the Ancients*.

Priestley: *Beginners' Ancient History*.

HISTORICAL NOVELS help to give reality to the facts of history; particularly recommended are those of W. S. Davis. The following titles are valuable for this course:

The Victor of Salamis; A Friend of Caesar; God Wills It; The Beauty of the Purple; The Friar of Wittenberg; A Day in Athens; A Day in Old Rome; Life on a Medieval Barony.

OUTLINE OF COURSE

Social Studies comprises *seven themes*, or topics. FIVE of these, together with *Current Events*, constitute the minimum work for year. Themes 1 and 7 are obligatory every year; Theme 2 is obligatory for 1938-39 and every second year thereafter; while Theme 3 is obligatory in the alternate years. Two optional themes complete the minimum requirements.

N.B.—Theme 1 must be completed before Christmas. Classes that spend a longer time on this theme will not be able to complete satisfactorily the remaining part of the course.

Teachers are requested not to leave the optional themes for the end of the year, but to complete the course with one of the obligatory themes. The following order of themes is recommended for 1938-39: Theme 1; one optional theme; Theme 2; a second optional theme; Theme 7.

In order that the two years' course in Social Studies 1 and 2 may be well-balanced, the optional themes of Social Studies 1 (Numbers 3, 5 and 6) should be "staggered" with the corresponding optional themes of Social Studies 2 (Numbers 5, 6 and 7) in such a way that classes will not have, in Social Studies 2, the same optional themes that were chosen for Social Studies 1.

The references given in the outline are not necessarily exhaustive, nor is it necessary that all should be used.

THEME 1.—THE FAMOUS STATES OF HISTORY.

(Obligatory).

N.B.—This theme must be completed before Christmas. Classes that spend a longer time on this theme will not be able to complete satisfactorily the remaining part of the course.

Minimum Requirements:

- (a) Knowledge of the origin and rise of each state; with the why and how in each instance.
- (b) Knowledge, in each state, of the form of government;—in simple forms, avoiding technical language and fine distinctions.
- (c) The effect of geographic and economic conditions on each state or civilization.
- (d) The idea that generally a form of government is developed to meet the particular needs of the time and country. A form that was almost perfect once may be useless today. A form that is well adapted to one nation may be totally inadequate for another.
- (e) A brief study of each culture in comparison with the others.

(f) An idea of time and the position of each state in time. This should be established by drill methods, using time charts and other devices.

(g) Continual comparison and contrast of ancient and medieval stages with those of to-day.

(h) An effort to guide students into thinking in terms of the people and age studied. They should realize that conditions and ideas of to-day differ from those of earlier times in many important respects. They should also realize that in other respects man has changed little, or not at all.

(1) The contributions of each state or culture.

1. Prehistoric peoples; a general survey; their position in time; old Stone Age; new Stone Age; material development; social and tribal organization; comparison with Stone Age men of later times—such as the Indians of North America. All texts, Ch. 1; DeWitt, Ch. 2 (American Indians); Breasted, Chs. 1-2.
2. Egypt; origin of a unified state; influence of geography on Egypt, especially with respect to food supply, government and defence; form of government. West and Eastman, Ch. 2; DeWitt, Ch. 6; Tenen, Ch. 6; Breasted, Chs. 3-4.
3. The Empires of the Fertile Crescent; geographical factors and their relation to the histories of the various empires; walled cities; Babylonians and Hammurabi; Assyrians and their militarism and imperialism; Persians—government and roads. West and Eastman, Chs. 3-5; DeWitt, Ch. 5; Tenen, Ch. 5; Breasted, Chs. 5-6-8.
4. The Cretans; a maritime state; effects of sea-power on culture. DeWitt, Ch. 8; West and Eastman, Ch. 6; Breasted, Ch. 9.
5. The Phoenicians; mountains and timber made them seafarers; Tyre; Carthage; voyages to the tin islands. DeWitt, pages 85-88; West and Eastman, pages 54-55; Breasted, Ch. 10.
6. The Hebrews; conditions of soil and rainfall made them a pastoral people; organization and government characteristic of pastoral peoples; relations to neighboring peoples; judges; kings; division into two states; captivity and return. DeWitt, pages 56-58; West and Eastman, pages 56-58; Tenen, pages 81-86; Breasted, Ch. 7; *The Old Testament* should be used as a text.
7. The Greeks; the mountains caused division and reduced farmland; good harbours; need for trade abroad; city state; Athens, Sparta, Thebes; evolution of democracy in Athens; Persian Wars; Philip of Macedon; Alexander the Great.

DeWitt, Chs. 9-11; West and Eastman, Chs. 6-13; Tenen, Ch. 5; Breasted, Chs. 9-18.

8. Hellenistic civilization; effects of Alexander's conquests; new states; mixture of races and cultures; resultant civilization. DeWitt, Ch. 12; West and Eastman, Chs. 14-15; Breasted, Chs. 19-21.
9. The Roman Republic; early political struggles; expulsion of kings; two consuls; tribunes; the Senate; the Gracchi; Julius Caesar. DeWitt, Chs. 13-15; West and Eastman, Chs. 16-22; Tenen, Ch. 6; Breasted, Chs. 22-26; Cary, General reference.
10. The Roman Empire; form of government—dictatorship in democratic forms; famous emperors; the growth of bureaucracy; division into two Empires; causes of decline. DeWitt, Chs. 16-17; West and Eastman, Chs. 23-27; Tenen, Ch. 7; Breasted, Chs. 27-29; Cary, General reference; Collins, Chs. 1-2.
11. The barbarians; origin; characteristics; organization; the various nations; places of settlement, tracing their names on the map of Europe to-day; the new nations; Charlemagne. DeWitt, Chs. 22-23; West and Eastman, Ch. 28; Collins, Ch. 4.
12. Feudal Europe; reasons for origin of feudalism; description in full. DeWitt, pages 252-254; West and Eastman, Ch. 30; Collins, Ch. 11.
13. City republics of the Middle Ages; Italy; Low Countries; Germany; examination of reasons for their rise; democracy; guilds. West and Eastman, pages 330-334; Collins, Ch. 20.
14. The Papacy; political importance; survival of the Imperial idea; unity of Christendom; influence on Europe; Crusades. West and Eastman, pages 282-288; Collins, pages 103-109; Chs. 13, 15, 16, 22, 29.
15. The Arabian Empire; Mohammed; spread of Arab power; the caliphs; culture; Turks; clash with Christianity; Islam to-day. West and Eastman, pages 282-284, 326; DeWitt, pages 265-270; Collins, Ch. 8.
16. The rise of national states; Spain; France; England; growth of national feeling. DeWitt, Ch. 33; West and Eastman, Chs. 32-33; Collins, Chs. 17-19.
17. India; a brief consideration. DeWitt, pages 190-201; 299-308.
18. China; a brief consideration. DeWitt, pages 202-217; 309-325.
19. Civilizations of South America. DeWitt, pages 25-26.

THEME 2.—TRADE AND INDUSTRY.

(Obligatory in 1938-39).

General Considerations:

- (a) The advantages gained through trading.
- (b) Specialization and division of labour.
- (c) The importance of transportation.
- (d) The media of exchange.

1. The Hunting Stage:—man's early dependence on chance food supply; invention of weapons; hunting and fishing; discovery of uses, and control, of fire; cooked food; periodic scarcity of game led to migrations and famine; dwelling places; clothing.

DeWitt, Ch. 1; Tenen, Ch. 1; West and Eastman; Ch. Breasted, Chs. 1-2; Quennell, *Everyday Life in Prehistoric Times*; Wells, Chs. 8-14.

2. The Pastoral Stage:—domestication of animals made food supply more certain; animals domesticated; nomadic life; tent-dwellers; clothing; religion; tribal organization; tribal wars for pasturage and wells; story of Abraham; more extensive diet.

References as above; *Old Testament* accounts of nomadic life.

3. The Agricultural Stage:—origin of agriculture; women probably the first farmers; early cereals; fixed dwelling; pottery; metal work; property in land; larger political organizations; change in diet; slave labor.

4. Earliest Agricultural Civilizations:—water supply and control; irrigation in Mesopotamia and Egypt; material civilization based on plentiful food supply; houses; materials for clothing.

DeWitt, Chs. 4-6; Tenen, Ch. 2; West and Eastman, Chs. 2; Breasted, Chs. 3-8; Wells, Ch. 16.

5. Primitive peoples:—origin of industries; earliest man "jack of all trades"; earliest industries; articles of trade; exchange by barter, theft, or war.

Tenen, Ch. 1; West and Eastman, Ch. 1; DeWitt, Chs. 1-4; Breasted, Chs. 1-2, pages, 299-308; Quennell, *Everyday Life in Prehistoric Times*; Wells, Chs. 9-11, 15, 17, 20.

6. Development of Trade and Industry in Early Civilizations:—discovery of metals—copper, silver, gold, iron; use of fire by the smith—the most important artisan; spinning and weaving; pottery; early trade in manufactured articles—pottery, weapons, utensils, articles of adornment; metals as media of exchange; coins; traders in money. Means of transport: pack animals; boats and ships; water routes; rise of cities as centres of industry.

7. Trade and Industry in Egypt:—influence of the Nile; various industries; the potter's wheel; skill of workers; articles of export; spread of Egyptian civilization through trade.
Tenen, Ch. 2; West and Eastman, Ch. 2; DeWitt, Chs. 6-7; Breasted, Chs. 3-4; Wells, Ch. 16.
8. Trade and Industry in Mesopotamia:—industries; trade routes; trade wars; favorable location for trade.
Tenen, Ch. 2; Breasted, Chs. 5-6, 8; DeWitt, Ch. 5; Wells, Ch. 16; West and Eastman, Chs. 3-4.
9. Trade of Phoenicians and Cretans:—Phoenician craftsmen, traders, ship-builders; Tyrian purple; voyages of discovery; colonies; the Cretan Empire; legend of Minos; pottery and metal work; highly developed art; navy; trade relations.
Tenen, Chs. 2, 4; DeWitt, Ch. 8; West and Eastman, Chs. 5-6; Wells, Ch. 16.
10. Trade and Industry in Greece:—industrial knowledge from Asia; lack of materials in Greece; expansion in search of raw materials and markets; colonies; shipping trade; exports and imports; trade routes; extent of trade; organization of industry; decline of household industries; predominance of small work-shops; division of labor; slave labor and free labor; banking; money-lending; letters of credit; local markets; wholesale merchants; rise of commercial law; effect of wars on economic life of the Greeks.
Tenen, Ch. 5; West and Eastman, Chs. 6-13; DeWitt, Chs. 9-11; Breasted, Chs. 9-17.
11. Greece and Rome:—scientific farming among the Greeks; writers on agriculture; large scale farming among the Romans; horticulture; fruits; vegetables; olives; grapes; diet; use of slave labor.
DeWitt, Chs. 9-16; Breasted, Chs. 9-30; Collins, Chs. 1-2; Tenen, Chs. 5-6; West and Eastman, Chs. 6-22.
12. Trade and industry in the Hellenistic and Roman Periods:—Alexander's conquests spread Greek civilization; hoards of gold captured in Persia put into circulation—effect on prices and business prosperity; new cities; city life; extensive foreign trade; expansion of industry in the Hellenistic period; Roman unification of the Mediterranean brought peace and prosperity; Roman law and its effect on trade; Roman highways; suppression of piracy; banking and coinage; effects of currency depreciation; organization of industry in the Roman world; small work-shops at first; later development of large-scale industry; labor, guilds; capitalism; development of corporations; position of the state in trade and industry; economic decline in the 3rd, 4th, and fifth centuries.
Tenen, Chs. 6-7; DeWitt, Chs. 12-20; West and Eastman, Chs. 15-27; Collins, Chs. 1-2; Wells, Chs. 27-29; Breasted, Chs. 19-30.

13. Trade and Industry in the Middle Ages:—relative unimportance of trade in the 8th, 9th, and 10th centuries; barbarian invasions; Mohammedan control of the western Mediterranean; industry confined to the manors; trade revival in the 11th and 12th centuries, with reasons; Crusades, growth of cities; organization of trade; the merchant guild; the law merchant; fairs; local markets; commodities exchanged; trade with the Far East; hazards of trade; trade routes; organization of industry; craft guilds and their monopoly powers; industry in small work-shops; money lending; banking; fair-letters; letters of credit; maritime insurance; Italian bankers; rise of capitalism.

DeWitt, Chs. 17-30; West and Eastman, Chs. 19-24; Collins Chs. 7, 19, 20, 21; Wells, Chs. 32-35.

14. Medieval Agriculture:—manorial system; the lord; manor house; serfs; the open field system; duties of the serf; lord's monopolies; backwardness of agriculture; crude implements; inferior stock; crop failures and famine; rise of towns; revival of trade and money economy, and their effect on agriculture; emancipation of serfs; the guilds; decline of manorial system.

DeWitt, Ch. 27; West and Eastman, Ch. 30; Collins, Chs. 12-35.

THEME 3.—THE GROWTH OF HUMAN KNOWLEDGE. (Required in 1939-40).

Attention should be directed to the following:—

- (a) The slowness with which knowledge has been accumulated.
- (b) The debt which man to-day owes to past generations.
- (c) The methods by which knowledge is preserved and disseminated: writing, writing tools, writing materials.

1. Prehistoric Man:—curiosity about his environment; tools; fire; writing; the beginning of history.

DeWitt, pages 10-12; Ch. 2; West and Eastman, pages 8-9; Tenen, Ch. 1; Quennell, *Everyday Life in Prehistoric Times*; Breasted, Chs. 1-2.

2. The Egyptians:—astronomy; astrology; geometry; need for this knowledge.

DeWitt, pages 71-73; West and Eastman, pages 24-25; Tenen, pages 31, 33; Breasted, Chs. 3-4.

3. Mesopotamia:—astronomy and astrology; schools; note lack of contributions by military nations.

DeWitt, page 47; West and Eastman, pages 42-44; Tenen, pages 43-45, 48; Breasted, Chs. 5-6, 8.

4. The great Greek thinkers, and their ideas:—Socrates; method of teaching; Plato's idea of the perfect state; Aristotle's organization of knowledge; the Stoics; the

Epicureans; failure to use methods of observation and experiment.

West and Eastman, pages 85, 97-98, 125-130; DeWitt, page 123; Tenen, pages 168-177; Breasted, Ch. 15.

5. The Hellenistic thinkers:—
West and Eastman, pages 157-162; Tenen, page 175; Breasted, Ch. 21.
6. The Romans:—how Rome drew on the knowledge of other peoples; Roman schools; Rome's contribution to the spread of knowledge.
West and Eastman, page 253; Cary, pages 271-272, 467-468, 696-698; Collins, pages 20-26, 47, 49.
7. The Chinese:—scholars regarded as highest class in society.
DeWitt, page 37.
8. Europe in the Middle Ages:—influence of Aristotle; the Schoolmen; theology; law; medicine; Thomas Aquinas; Roger Bacon.
DeWitt, page 374; West and Eastman, pages 335-338; Collins, Chs. 24-25.
9. The Arabs:—medicine; mathematics; paper.
DeWitt, page 375; West and Eastman, page 326; Collins, Chs. 8, 19, pages 552, 771-773.
10. The Byzantines:—
West and Eastman; Collins, Ch. 7, pages 402-404.
11. The Modern Age:—gunpowder; paper; printing from movable type; discoveries.
West and Eastman, Ch. 34; Collins, Ch. 35.

THEME 4.—EXPRESSION, AND AESTHETICS (Optional).

The various methods by which man expresses himself are to be studied in this topic. These include speech and oratory, literature, music, painting, sculpture, dancing, the drama, and industrial art. The detail with which these are studied should depend on the interests of the pupils and the material available. *Pupils interested in the theatre may be interested in compiling an outline of the development of the drama.*

The following aspects of this theme should be brought out:

- (a) Man's need of expressing his thoughts and emotions.
- (b) Man's striving for aesthetic expression.
- (c) The value and importance of art in life.

1. Prehistoric Man:—speech; art—its relation to magic; decoration of pottery and weapons; writing for communication; writing for the preservation of ideas and the beginning of history.

West and Eastman, Ch. 1; Tenen, pages 10-11; Breasted, Chs. 1-2; Quennell, *Everyday Life in Prehistoric Times*.

2. The Egyptians:—architecture; painting; sculpture; various kinds and methods of writing; literature.
DeWitt, pages 75-79; West and Eastman, pages 21-24, 27-28; Tenen, pages 33, 77-79; Breasted, Chs. 3-4.
3. The Fertile Crescent:—architecture and materials of construction; writing; literature.
West and Eastman, pages 42-43, 45-46; Tenen, pages 42-45; Breasted, Chs. 5-6, 8.
4. The Greeks:—greatest artistic geniuses of antiquity; decoration of pottery; painting; sculpture; oratory; the dance; the drama; literature; architecture.
DeWitt, pages 116-118, 120-122; West and Eastman, pages 79, 82-85, 119-130; Tenen, pages 130, 153-164, 178-186; Breasted, Chs. 10, 15, 18. *Note pictures in all texts.*
5. The Romans:—architecture; the drama; literature.
DeWitt, pages 166-169; West and Eastman, pages 249-256; Breasted, Chs. 27-29; Cary, numerous references, pictures.
6. Byzantine:—art; mosaics, architecture.
DeWitt, pages 355-357; Collins, pages 157-158, 403-404.
7. Medieval Art in Europe:—architecture of churches, castles and palaces; painting and its relation to the church; sculpture, literature.
DeWitt, pages 344-355; West and Eastman, page 338, many illustrations; Collins, Chs. 26-27.
8. India:—architecture; literature.
Encyclopaedia Britannica.
9. China:—literature.
DeWitt, pages 313 and 317.
10. American Art:—Aztec art; artistic expression among the North American Indians, their decoration of their persons and their weapons; folklore of the Indians.
DeWitt, Ch. 2.

THEME 5.—RELIGIONS (Optional).

The growth and refinements of religious ideas from the primitive beliefs of early man to the ethical religions of to-day. The following aspects of the topic should be examined:

- (a) The founders, and origin, of each religious system.
- (b) The influence of geographic environment on each.
- (c) The relation of religious beliefs to art, music, poetry, and architecture.
- (d) The relation of morality to religion.
- (e) Elements of cruelty, severity, and sacrifice in early religions.
- (f) The effects of persecution.

The result should be:

- (a) A knowledge of the history of Christianity.
- (b) A brief acquaintance with other important religions.
- (c) A genuine respect for, and toleration of, the religious beliefs of other people.

1. The Religion of Primitive Man:—his fear of nature; belief in magic; ideas of morality; taboos; beliefs of primitive peoples **existing in modern times.**
DeWitt, pages 28-29, 42-43; West and Eastman, page 3; Tenen, pages 11, 18-20; Breasted, page 21.
2. The Religion of Egypt:—the gods and their relation to life, spring, fertility, and harvests; idea of a sun-god, an approach to monotheism; temples.
DeWitt, page 67; West and Eastman, pages 27-30; Tenen, pages 65, 77; Breasted, pages 70-71, 114-117.
3. The religion of Babylon:—
West and Eastman, page 47; Tenen, pages 43, 47; *Old Testament*; Milton, *Paradise Lost*, Book 2; Breasted, pages 149-150, 174-175, 191.
4. Zoroastrianism:—relation to morality; good and evil.
West and Eastman, pages 52-53; Tenen, page 106; Breasted, pages 259-260.
5. The Religion of the Phoenicians (Philistines):—
Old Testament.
6. The Religion of the Hebrews:—belief in one God; literature; Solomon's Temple.
The Old Testament; DeWitt, pages 56, 58; West and Eastman, page 60; Tenen, page 97; Breasted, Ch. 7.
7. The Religious Ideas of the Greeks:—the Olympian Gods, and **their relation to daily life, as, Demeter for the harvest**; Olympic Games; ideas of morality; Stoics; Epicureans; relation of geography to lack of superstition; temples; idea of future life.
West and Eastman, pages 74-76, 96-97, 130; DeWitt, page 132; Tenen, pages 165-168; Breasted, pages 336-340, 476-478.
8. Buddhism and Hinduism: caste system.
DeWitt, pages 193-194, 200, 216-217.
9. Confucianism and Taoism:—
DeWitt, **pages 208-211.**
10. The religions of Rome:—the gods of the state; the gods of the household; tolerance of foreign gods; ideas of morality.
West and Eastman, pages 204-212, 75; Collins, pages 23-24, 45-46, 48-50; Cary, 273-275, 468-469, 587-590, 696-698.
11. Christianity:—**origin; missionaries; Christianity in Rome; rise of the Papacy; monasticism; Crusades; morality.**

DeWitt, pages 185-189, 259-270; West and Eastman, pages 266-272, 285-288, 311-315, 326-330; Tenen, pages 251-255; *The Bible*; Collins, Ch. 3, pages 93-110, pages 129-135, Ch. 1, Chs. 22-23.

12. Mohammedanism:—origin, spread by conquest.
West and Eastman, page 282; DeWitt, pages 240-246, 257, 270, 302; Collins, Ch. 8.
13. Protestantism:—Wyclif; Huss; Luther; translations of the Bible; **popular education**.
DeWitt, pages 390-398; West and Eastman, pages, 352, 363, 387; Collins, pages 637-641.
14. Norse Mythology:—the gods; the days of the week.
Encyclopaedia Britannica; Arnold, *Balder Dead*.

THEME 6.—SOCIETY (Optional).

This Theme should be attempted only by those instructors who have special training in the social sciences. The following phases of this topic should be emphasized:

- (a) The importance of the family in social organization.
 - (b) The methods and reasons for larger organizations.
 - (c) The basis of classes in society.
 - (d) The mixture of races, and the fact that purity of race is not important.
1. The Principal Social Groups:—the family; the clan (gens); the tribe; the nation; the race.
 - (a) The Family:—the unit of human society; functions: the bearing and rearing of children—their vocational, moral, and intellectual training; division of labor; choice of vocation; property; marriage; personal status; two types, patriarchal and matriarchal. Study the family life of early peoples: Egyptians, Hebrews, Greeks, Romans, Germans, American Indians, and Eskimos.
DeWitt, pages 21, 136, 169, 204, 209; Pahlow, pages 6, 202, 298, 329; West and Eastman, pages 72, 94, 129, 131, 185, 205, 308; *The Old Testament*.
 - (b) The Clan, Gens, or Sib:—the expanded family. Study clan organization among the Greeks, Romans, Germanic, Scots, and the American Indians.
DeWitt, pages 27, 136; Gavian, Gray, Groves, *Our Changing Social Order* (Heath); Lowie, *Primitive Society* (Liveright).
 - (c) The Tribe:—A loose term, but generally a group of clans; Greek tribes; Italian tribes; German tribes; Indian tribes; tribal governments; tribal customs; **unions of tribes**.

DeWitt, page 135; West and Eastman, pages 11, 70, 164, 273, 279; Lowie, *Primitive Society*; Collins, page 82.

- (d) The State:—essentially a political organization in a fixed territory; primary functions—legislative, executive, and judicial; forms—monarchy, oligarchy, republic, feudal state, combination and unclassifiable; privileges, rights, duties, and social status of people under the various forms of government.

DeWitt, pages 99-108; West and Eastman, pages 12, 70, 79, 86, 298.

- (e) The Nation:—definitions; characteristics; nationalism; relation between nation and state; importance of these ideas to-day.

DeWitt, pages 247-256, 376-387.

West and Eastman, pages 291, 297, 317, 322.

- (f) Races of the World:—difficulty of classification; classification by color not reliable alone; four main groups recognized by most ethnologists are Caucasians, Mongolians, Negroes, and Australoids; subdivisions of main groups; division of Caucasians into Nordic, Alpine, and Mediterranean groups; race differentiation in Paleolithic times; subsequent migrations, spread of Indo-European language-stock, infiltrations, conquests, and inter-marriage; effects of physical environment and occupation on races.

DeWitt, pages 30-36, 80, 89-98, 147, 190-193, 202, 227-246; West and Eastman, pages 67, 77, 296; Wells, *Outline of History*.

2. Classes of Society:—class division is found in all society; the important classes of early societies and those of to-day; the bases of class division; varying importance of various classes; **slavery and serfdom**.

DeWitt, pages 24, 42, 62, 87, 152; West and Eastman, numerous references; Collins, pages 80, 248-258, 427-438.

THEME 7—PEACE AND WAR (Obligatory).

General Considerations:

- (a) The causes and results of wars.
- (b) The waste resulting from war: in property, lives, and human energy.
- (c) The benefits derived from wars.
- (d) The effects of wars in the rise and fall of civilizations.
- (e) Attempts to prevent wars by alliances and unions.
- (f) The fact that most men are not killers; that they must be herded into wars by conscription, and must be taught to hate their enemies; but also—

(g) The fact that most men will fight for certain things that they hold dear—national freedom, political and economic liberty and liberty of opinion.

Outcomes to be expected:

(a) An enlightened and objective attitude towards wars of to-day, and the causes of war.

(b) An intelligent desire for peace in our country and in the world.

The topics to be studied are:

1. Tribal Warfare:—wars among Indian tribes of North America.
Quennell: *Everyday Life in Prehistoric Times*.
2. Wars of the Egyptians:—early strife for water, and the remedy; later imperialist wars; weapons; military class conscription.
West and Eastman, pages 12, 30-34; Tenen, pages 63-65, 70-74; Breasted, pages 104-108.
3. Wars of the Empires of the Fertile Crescent:—causes in general; **imperialism of the Assyrians**; weapons; walled cities for defense.
West and Eastman, Chapters 38-39, 50; Tenen, pages 86, 101; Breasted, Chapters 5, 6, 8.
4. Wars of the Hebrews:—conquest of the Promised Land; wars of defense.
Tenen, pages 81-86; Breasted, Chapter 7; *The Old Testament*.
5. The Wars of the Greeks:—inter-city strife; the Spartan ideal; the Delian League; the Persian Wars; weapons, armour, tactics; value of sea-power.
West and Eastman, pages 93-95, 100-114; DeWitt, pages 109-116; Tenen, pages 117-151; Breasted, Chapters 9-17.
6. Wars of Alexander the Great:—reasons for attack on Persia; **military results**; **mixture of races and cultures**; Alexander's encouragement of learning and discovery.
West and Eastman, pages 149-162.
DeWitt, pages 125-133; Breasted, Chapters 19-20.
7. The Roman Wars:—the early struggle in Italy; the Punic Wars and sea-power; wars of conquest for trade and safety; *Pax Romana*; the attitude of the early Christians to war.
West and Eastman, pages 192-201; DeWitt, pages 139-150, 159-166, 169; Tenen, pages 196-202, 209-216; Breasted, Chapters 27-30; Cary, numerous references.
8. The Teuton Invasions:—search for fertile lands.
West and Eastman, pages 273-282; DeWitt, 227-234; Cary, many references; Tenen, pages 258-266; Collins, Chapters 4, 10.

9. Feudalism:—a system born of war; neighbourhood war; the Truce of God.
West and Eastman, pages 298-311; DeWitt, pages 252-254; Collins, Chapter 11.
10. The Crusades:—causes and motives; effects on Europe.
West and Eastman, pages 326-330; DeWitt, pages 293-294, 265-270; Collins, pages 401-425.
11. The foregoing experiences of early peoples should be related to peace efforts in our own time.

Every step in this Theme should be related directly to what as already been taken in Theme 1.

SOCIAL STUDIES 2

The course in Social Studies 2 comprises *five themes*, of which *three* are obligatory and *two* optional. For the year 1938-39 the following themes are obligatory: Numbers 1, 2 and 3. From the remaining themes two more are to be chosen.

Teachers are requested not to leave the two optional themes for the end of the year. The following order of themes is suggested: Theme 1; one optional theme; Theme 2; a second optional theme; Theme 3.

The approximate amount of time to be spent on the three obligatory themes is as follows: Theme 1, *thirteen* weeks; Theme 2, *six* weeks; Theme 3, *eight* weeks. For each of the optional themes there will be approximately *four* weeks.

LIST OF BOOKS.

TEXTBOOKS:—No pupil is expected to buy all three.

1. West and Eastman: *Modern Progress*.
2. DeWitt: *A Brief World History*.
3. Schapiro, Morris and Soward: *Civilization in Europe*.

PRIMARY REFERENCES:—The school library should have at least one copy of each for the use of students.

Carl Becker: *Modern History*.

Pahlow: *Man's Great Adventure*.

Beard, Robinson, Smith: *History of Our Own Age and Its Problems*.

Pahlow: *Man's Achievement*, Parts I and II.

Reinach: *Apollo*.

MacKay and Saunders: *The Modern World*.

Elson: *Modern Times and the Living Past*.

Charles Quenneville: *Essentials of Economics*.

Modlin and De Vyver: *Development of Economic Society*.
 Cole: *Practical Economics*.

Rugg: *Changing Civilizations in the Modern World*. (Easy reading for students.)

FOR REFERENCE RE CURRENT EVENTS:

K. Gibberd: *The League, Its Successes and Failures*.

Carr: *International Affairs Since the Peace Treaties*.

SECONDARY REFERENCES:

Flenley: *Modern Europe and the World*.

Searly and Patterson: *The Story of Civilization*.

Patterson, Little and Burch: *Problems in American Democracy* (Excellent for special reports in Economics.)

Hilton: *Problems and Values of Today*. (Excellent reference for Sociology. See also the references under Sociology and Psychology 1.)

Clark: *Introduction to Economic Problems*.

Cohen: *Industry and Life*.

Patterson, Little and Burch: *American Social Problems*.

THEME 1.—NATIONAL STATES OF THE MODERN WORLD (1500-1914). (Obligatory)

Minimum Requirements:

(a) Knowledge of the causes and method of national unification in each instance.

(b) An idea of the position of each state in time.

(c) Knowledge, in each case, of the form of government.

(d) Continual comparison of the states with each other. An attempt should be made to have the pupils appreciate the geographic, economic and racial factors which shaped the growth of each state.

NOTE: The emphasis in this theme is political and territorial. Wars are to be dealt with briefly with reference to general causes and territorial, social and political effects. Questions of colonization, and imperialism, and social legislation are to be treated in outline and only in so far as they relate to the main theme. They are handled in detail in other themes.

PERIOD I.—FROM THE BEGINNING OF MODERN TIMES TO THE FRENCH REVOLUTION. (1500-1789)

1. England. Strong position of the monarchy under the Tudors; the break with Rome and the establishment of Protestantism; struggle between Stuarts and Parliament; the Puritan Revolution; Restoration; colonization; the Han-

overians; rise of cabinet government; continental wars of 17th and 18th centuries; union with Scotland; rise of the British Empire.

REFERENCES: Becker, Ch. 3; Elson, Chs. 25, 27; DeWitt, Ch. 39; Pahlow, Chs. 3, 6; Schapiro, Ch. 18; West and Eastman, Chs. 36, 39.

2. France. Achievement of national unity; wars of religion; Edict of Nantes (1598); French ascendancy in Europe in 17th and 18th centuries; divine right monarchy; the old regime and its defects; French society and the causes of the revolution.

REFERENCES: Beard, Robinson and Smith, Chs. 2, 8; Becker, Chs. 4, 6; De Witt, Ch. 38; Elson, Chs. 28, 30; Pahlow, Chs. 7, 9-11; Schapiro, Chs. 15, 19; West and Eastman, Chs. 37, 41-42.

3. The Germanies. The Holy Roman Empire; the Protestant Revolt; rise of the Hohenzollerns and Prussia; Frederick the Great and Maria Theresa; the Hapsburgs and their position in Europe.

REFERENCES. Beard, Robinson, Smith, Chs. 3, 7; Becker, Ch. 5; De Witt, Ch. 42; Elson, Chs. 26, 29; Pahlow, Chs. 3, 9; Schapiro, Ch. 17; West and Eastman, Chs. 37, 41.

4. Russia. Formation of Russian state; oriental influences on Russia; rise of the Romanovs; Peter the Great; westernization; territorial expansion.

REFERENCES. Beard, Robinson, Smith, Ch. 3; Becker, Ch. 5; De Witt, Ch. 42; Elson, Ch. 29; Pahlow, Ch. 9; Schapiro, Ch. 16; West and Eastman, Ch. 41.

5. Poland. Weakness of Polish state; partition by Austria, Russia and Prussia.

REFERENCES. Beard, Robinson, Smith, Ch. 3; Becker, Ch. 5; De Witt, Ch. 42; Pahlow, Ch. 9; Schapiro, Ch. 17; West and Eastman, Ch. 41.

6. Spain. Formation of Christian states; unification under the Catholic sovereigns; the inquisition; the Hapsburg alliance; Philip II; revolt of the Netherlands; rise of the Dutch Republic; decline of Spanish power.

REFERENCES. Becker, Ch. 5; De Witt, Ch. 42; Elson, Ch. 26; Pahlow, Chs. 7, 9; Schapiro, Ch. 15; West and Eastman, Chs. 37, 41.

7. Turkey. Rise of the Ottoman Turks; fall of Constantinople (1453); extension of Turkish rule in south-eastern Europe, in Egypt and North Africa.

REFERENCES. Becker, Ch. 5; De Witt, Ch. 37; Pahlow, Chs. 7, 9; West and Eastman, Chs. 35, 41.

PERIOD II. THE REVOLUTIONARY AND NAPOLEONIC ERA (1789-1815)

1. Course of revolution in France; the experiment in constitutional monarchy; overthrow of Louis XVI and establishment of a republic; Robespierre and Danton; the Convention; the Directory.

REFERENCES. Beard, Robinson, Smith, Chs. 8-9; Becker, Chs. 7, 8; De Witt, Ch. 46; Elson, Chs. 31-33; Pahlow, Chs. 11, 12; Schapiro, Chs. 19-24; West and Eastman, Chs. 42-44.

2. Revolutionary propaganda of republican France; the emigrés; fear of revolution in other countries; Austrian and Prussian intervention; French reverses and conquests; coalitions against France; rise of Napoleon; the First Empire; extent of French power; decline of Napoleon; the Continental System; national uprisings against Napoleon; Congress of Vienna and the new map of Europe.

REFERENCES. Beard, Robinson, Smith, Chs. 10, 11; Becker, Ch. 9; De Witt, Ch. 47; Elson, Chs. 34, 35; Pahlow, Ch. 13; Schapiro, Chs. 25, 26; West and Eastman, Chs. 45, 56.

PERIOD III. FROM THE FALL OF NAPOLEON TO THE WORLD WAR (1815-1914).

1. England after Waterloo. The age of reform; Chartism; extension of the suffrage; the Free Trade movement; the Irish question; social legislation; woman suffrage; the curbing of the Lords; liberals and conservatives; imperialism.

REFERENCES. Beard, Robinson, Smith, Chs. 19, 23; Becker, Chs. 10, 15, 17, 18, 19; De Witt, Chs. 48, 50, 53, 55; Elson, Chs. 37, 42; Pahlow, Chs. 18, 21; Schapiro, Chs. 21, 40, 50; West and Eastman, Chs. 49, 53, 54, 56.

2. France. The Bourbon Restoration (1815-1830); the bourgeois monarchy of Louis Philippe (1830-1848); the Revolution of 1848 and the Second Republic (1848-1852); the Second Empire (1852-1870); the Third Republic and its development; the new colonial empire; anti-clericalism.

REFERENCES. Beard, Robinson, Smith, Chs. 12, 14, 18; Becker, Chs. 10, 11, 14, 18, 19, 20; De Witt, Chs. 48, 51, 53, 54; Elson, Chs. 38, 40; Pahlow, Chs. 14, 22, 23, 24; Schapiro, Chs. 30, 35, 36, 39, 48, 49; West and Eastman, Chs. 48, 50, 52, 57.

3. Unification of Germany under Prussian Leadership and the Extrusion of Austria. The end of the Holy Roman Empire (1806) and the Confederation of the Rhine; reorganization of Germany by Napoleon; the German Confederation; the Age of Metternich; rivalry of Prussia and Austria; diplomacy of Bismarck and his wars against Denmark, Austria and France; the creation of the German Empire; economic development; colonization. The Hapsburgs and their problems.

lems; the Dual Monarchy; Austrian expansion in the Balkans; the Triple Alliance.

REFERENCES. Beard, Robinson, Smith, Chs. 14, 16, 17; Becker, Chs. 13, 14, 18, 20; De Witt, Chs. 50, 52, 56; Elson, Chs. 38, 39, 41; Pahlow, Chs. 15, 22; Schapiro, Chs. 34, 38, 42, 48, 49; West and Eastman, Chs. 48, 51, 52, 58.

4. Italy. Effect of Napoleonic domination on Italy; Restorations in Italy; the *risorgimento*; growth of nationalism; Cavour, Garibaldi and the creation of the Kingdom of Italy; Papal opposition; economic and colonial development.

REFERENCES. Beard, Robinson, Smith, Chs. 14, 15; Becker, Chs. 12, 20; De Witt, Chs. 52, 53; Elson, Chs. 38, 39; Pahlow, Chs. 16, 24; Schapiro, Chs. 37, 44; West and Eastman, Chs. 48, 51, 52.

5. Russia. Absolute monarchy and feudal aristocracy; emancipation of the serfs; Nihilism and terrorism; beginnings of industrialization; revolution of 1905; social and economic progress; the war with Japan; the Triple Entente.

REFERENCES. Beard, Robinson, Smith, Chs. 20, 21; Becker, Chs. 15, 20; De Witt, Chs. 51, 56; Elson, Ch. 43; Pahlow, Chs. 17, 23, 24; Schapiro, Chs. 32, 33, 46, 47; West and Eastman, Chs. 60, 62, 63.

6. Turkey and the Balkans. The Ottoman Empire in retreat; rise of Balkan states; Congress of Berlin; Young Turk movement; Balkan wars.

REFERENCES. Beard, Robinson, Smith, Ch. 21; Becker, Chs. 11, 20; De Witt, Chs. 51, 56; Elson, Ch. 43; Pahlow, Ch. 24; Schapiro, Chs. 33, 47; West and Eastman, Ch. 63.

7. The Smaller Nations of Europe: Spain, Portugal, Denmark, Norway, Sweden, Switzerland, Holland, Belgium.

REFERENCES. Schapiro, Ch. 45; Elson, Ch. 44; West and Eastman, Ch. 59.

8. The United States of America. Revolt against England and independence; the federal constitution; the Monroe Doctrine; beginnings of industrial revolution; Civil War; rapid economic and social progress after 1865; foreign policy; the United States becomes a world power.

REFERENCES. Becker, Ch. 19; De Witt, Ch. 49; Pahlow, Chs. 17, 20, 24.

THEME 2.—EXPANSION OF EUROPE. (Obligatory)

Minimum Requirements:

- (a) A knowledge of the geography involved.
- (b) An understanding of the motives leading to exploration and development abroad.
- (c) A knowledge of the treatment of native peoples.

(d) An appreciation of imperialism and its effects on Europe as well as on the colonies.

1. Exploration. Portugal, under the leadership of Prince Henry the Navigator, takes the lead in exploration along the West coast of Africa; Diaz discovers Cape of Good Hope and Vasco da Gama voyages to India; Columbus, under the patronage of Ferdinand and Isabella of Spain, discovers the new world; the treaty of Tordesillas (1494) divides world between Spain and Portugal.

Early sixteenth century a great era of exploration; search for a north-east and north-west passage to the Indies; Magellan's south-west passage via Cape Horn and the Pacific; the Cabots, Gilbert, Frobisher, Drake, Chancellor and Wilkes; Amerigo Vespucci and the naming of America; the voyages of Cartier.

2. Exploitation of New Discoveries. Portuguese Empire in the East established by Albuquerque; trading posts on coast of Africa; Spanish settlements in West Indies; Cortez and the discovery of Mexico; Pizarro and the conquest of Peru; the wealth of the Aztecs of Mexico and of the Incas of Peru; gold and silver goes to increase European supply of precious metals; the African slave trade; the fisheries on the Banks of Newfoundland; the East India Company.
3. English Colonization. The Virginia Company; founding of Jamestown (1607); rise of plantations worked by negro slaves; tobacco; cotton; the Pilgrim Fathers land at Plymouth (1620); founding of Massachusetts Bay colony and its early history; predominance of lumbering, fishing, trading; settlement of Pennsylvania by Quakers; settlement of royalists in Carolina; Lord Baltimore and the founding of Maryland; New Netherland (New York) captured from the Dutch (1664).
4. French Colonization. Founding of Port Royal (1604) and the settlement of Acadia; Quebec (1608) and the settlement of the Saint Lawrence valley; the Habitant; founding of Hudson's Bay Company and the conflicts between French and English traders; French and Indian wars the counter part of the English and French wars in Europe; culmination in 1763 with loss of French dominions in America.
5. English Colonies after the Seven Year's War. Economic and social life of the Thirteen Colonies; friction over mercantilistic regulations; rebellion and independence; effect of British colonial policy; United Empire Loyalists; their settlements in Nova Scotia and Ontario; the Quebec Act; struggle for responsible government; Confederation; growth of the Dominion of Canada.
6. Australia. Voyages of Captain Cook (1770-1777); exploration and settlement of Australia, New Zealand, and Tasmania; earliest colonies penal settlements; discovery of gold.

sheep-ranching helps supply world demand for fine wool; economic and social progress; the Commonwealth of Australia.

7. The Partition of Africa. Founding of Cape Colony by the Dutch; the rule of the Dutch East India Company; acquisition by Great Britain (1814); English settlement and the Great Trek; the Orange Free State; discovery of gold and diamonds; the Boer War, its causes and results; England in Egypt and the Sudan.

Colonies of Belgium, Germany, France, Italy, Portugal in Africa; fate of German colonies; Italian adventure in Abyssinia.

8. Europe and Asia. English interests in India in eighteenth century; the East India Company and its rule; creation of the Indian Empire; Dutch acquire Portugese colonies; Java and the Moluccas; French Indo-China; China and the Western Powers; foreign concessions; the opening of Japan; the Russo-Japanese War; recent developments in the Far East.
9. South America. Spanish America under Hapsburgs and Bourbons; Brazil under Portugese rule; achievement of independence; government and politics; social and economic progress of the South American Republics; relations with foreign powers; Pan-American movement.

REFERENCES. Beard, Robinson, Smith, Chs. 4, 22-24; Becker, Chs. 5, 19; De Witt, Chs. 35, 37, 43, 45, 53, 63; Pahlow, Chs. 3, 20, 23; Schapiro, Chs. 11, 17, 48, 49, 50; West and Eastman, Chs. 34, 40, 56, 62.

Additional References:

Stories of Exploration and Discovery: A. B. Archer (Cambridge University Press).

A History of Geographical Discovery and Exploration: J. N. L. Baker (Harrap).

THEME 3. TRADE, INDUSTRY AND STANDARDS OF LIVING. (Obligatory in 1938-39)

Minimum Requirements:

- (a) A knowledge of—
 - (i) The advantages gained through trade.
 - (ii) The value of specialization and division of labor.
 - (iii) The importance of transportation.
 - (iv) The methods of distribution.
- (b) A study of the life of ordinary people under the changing conditions since 1500.
 1. Trade: 16th-18th centuries. Medieval trade routes; shifting of trade centers from Mediterranean to Western Europe; decline of Venice and the Hanseatic League; introduction

of new commodities: sugar, tea, coffee, tobacco, cotton; negro-slave trade; rise of Dutch and English commerce and decline of Portuguese and Spanish; rise of capitalism; the chartered company; establishment of colonies; Mercantilism: favorable balance of trade, tariffs, navigation acts; development of banking institutions; influx of precious metals from the New World and the increase in price of gold; Adam Smith and *laissez-faire* opposition to Mercantilism. REFERENCES. Becker, Ch. 2; Cohen, Chs. 18-23; De Witte, Ch. 40; MacKay and Saunders, Chs. 7, 8; Modlin and de Vyver, Chs. 7-9.

2. Industry: 16th-18th centuries. Little change in medieval industry before the eighteenth century; predominance of guild and domestic systems; no large industrial cities; low standard of living for artisans: long hours and unsanitary conditions; undeveloped resources which are potentially great; attitude of governments to industry; growth of capitalism in industry.

REFERENCES. Becker, Ch. 2; Cohen, Chs. 13, 14; Modlin and de Vyver, Chs. 2, 6; Pahlow, Chs. 10, 20.

3. Agriculture: 16th-18th centuries. Survivals of manorialism; predominance of open-field system an obstacle to improvements; persistence of serfdom in central Europe; the great estate; the small holding; the condition of the peasants.

REFERENCES. Cohen, Chs. 13, 15; MacKay and Saunders, Ch. 8; Modlin and de Vyver, Ch. 5; Rugg, Chs. 1, 2.

4. The Industrial Revolution. Why the revolution began in England; inventions in textile machinery; iron-smelting with coke instead of charcoal; the factory system; the capitalistic employer; the steam engine; the factory towns; women and children in industry; increase in proletariat; Malthus and the problem of population; industrial crises; overproduction and unemployment; no protection for the worker.

REFERENCES. Beard, Robinson, Smith, Ch. 13; Becker, Ch. 16; Cohen, Chs. 4, 15; Elson, Ch. 36; MacKay and Saunders, Ch. 1; Modlin and de Vyver, Chs. 2, 6, 10, 15, 16; Pahlow, Chs. 10, 19, 20; Rugg, Chs. 3-6; Schapiro, Ch. 27; West and Eastman, Ch. 49.

5. The Agricultural Revolution. Enclosures in England and the disappearance of the open field; crop-rotation; root crops for fodder; improvement of breeds of stock; introduction of potato and increased food supply; rise of an agricultural proletariat; machinery in agriculture.

REFERENCES. Cohen, Ch. 15; MacKay and Saunders, Chs. 3; Modlin and de Vyver, Chs. 12, 18.

6. Spread of Industrialism in 19th and 20th centuries. France, Germany, United States; Italy, Russia, Japan become industrialized; after 1870 England no longer the "workshop of the world".

of the world"; markets and raw materials; rise of monopoly; the American trust and the German cartel; control of industry by finance; continued technological improvement; steel; electricity; the internal combustion engine; standardization in industry.

Consequence of the spread of industrialism. Rise of trade unionism; socialism; social insurance; government regulation of industry; decline of working hours; greater efficiency; increase in standards of living of working classes; better food and housing conditions, more leisure and education; weakness of the position of the proletariat lacking vested interest in the means of production; strife between capital and labour.

REFERENCES. Becker, Ch. 16; Cohen, Chs. 27-29 and *passim*; MacKay and Saunders, Ch. 9; Modlin and de Vyver, Part IV; Pahlow, Chs. 20, 22, 40, 51; Patterson, Little, Burch, Chs. 5-18; Rugg, Chs. 7-13, 17-21; Schapiro, Ch. 53; West and Eastman, Chs. 50, 55, 61; Cole, *passim*.

7. Free Trade. The Corn Laws; the Anti-Corn Law League; repeal of the Corn Laws; England becomes a free trade country; other countries decline to follow England's example; tariffs; trade treaties; preferential treatment.

REFERENCES. Becker, Ch. 15; Cohen, Ch. 36; MacKay and Saunders, Ch. 7; Modlin and de Vyver, Chs. 14, 21; Quenneville, *passim*.

8. Modern Improvement in Transportation. The railway, the steamship, steel ships; air transport becomes a reality; movements of foodstuffs in bulk: meat and wheat; dependence of Britain on overseas food supply: on United States, Canada, Argentine, Australia.

REFERENCES. MacKay and Saunders, Chs. 2, 3; Modlin and de Vyver, Chs. 12, 18; Patterson, Little, Burch, Ch. 6.

9. Recent Developments. The problem of international debts; neo-mercantilism; the gold standard; the great depression; restrictions on trade; raw materials; England abandons free trade; state ownership of industry and state control of trade.

REFERENCES. Beard, Robinson, Smith, Ch. 34; Cohen, *passim*; Clark, *passim*; Hilton: *Problems of To-day*, *passim*; MacKay and Saunders, Chs. 28-30; Modlin and de Vyver, Chs. 19-21; Patterson, Little, Burch, Chs. 5-18; Cole, *passim*; Quenneville, *passim*.

THEME 4.—GROWTH OF KNOWLEDGE. (Obligatory in 1939-40)

Minimum Requirements:

Students should appreciate the following:

- (a) The importance of knowledge in improving living conditions.
- (b) The increasing tempo in the accumulation of knowledge.

(c) The methods of modern scholarship and the application of knowledge to life.

1. The New Universe. Copernicus (1473-1543) puts forward the heliocentric theory of the universe. Opposition of church and Aristotelians. Heliocentric theory demonstrated by Kepler (1571-1630), who showed that the orbit of the earth in its path around the sun was elliptical rather than circular as Copernicus had thought. Galileo (1564-1642), who perfected the telescope and discovered the satellites of Jupiter likewise demonstrated the truth of the Copernican hypothesis. Sir Isaac Newton (1642-1727) showed that the force of gravitation was universal. The universe governed by law. Anthony van Leeuwenhoek (1632-1723) by improving the microscope discovers bacteria and blood corpuscles. Emphasis upon careful observation and experiment as roads to truth. Francis Bacon (1561-1626) points out sources of human error in prejudice and preconceived notions and advocates the inductive method of arriving at truth (i.e. by experiment). John Locke (1632-1704) shows that all our knowledge comes to us through the senses. The Royal Society and French Academy of sciences.

2. Decay of Superstition. Uprooting of old beliefs in the eighteenth century and the insistence on the predominance of reason. Witchcraft and its decline. Insanity not demon possession but a disease. Beginnings of a more rational treatment of crime.

3. Education.

- (1) Humanism—emphasis on the study of the Greek and Latin Classics as a basis of education and on the value of this life as opposed to other-worldliness. Erasmus (c. 1466-1536); François Rabelais (c. 1494-1533).

- (2) Education fostered by invention of printing and the publication of cheap books. The Bible in the vernacular an incentive to people to learn to read. Chambers Encyclopaedia, 1727. Diderot's famous *Encyclopaedia*, 1752 and following years. John Locke shows that there are *no innate ideas* but that the mind at birth is a *tabula rasa*, and Rousseau (1712-1778) denounces the old education that treated the child as an adult of smaller stature. In his *Emile* he shows that education is the development of the natural abilities of the child. The French Revolution lays the foundation for state education. Secularization of education. The training of patriots becomes the ideal of the modern state. Spread of popular education in nineteenth century. The newspaper

4. Development of Science in Modern World.

- (1) Theory of Evolution. Darwin's *Origin of Species* 1859. Theories of natural selection and survival of the fittest. Opposition from theological circles. Henry Drummond's *Natural Law in the Spiritual World* and *Ascent of Man* do

much to break down this opposition. Study of geology shows great age of earth and supports evolutionary doctrine. Lyell's *Principles of Geology*, 1830.

(2) Development of Chemistry and Physics. Importance of chemistry in foods and nutrition, in dyes and drugs, as well as in the manufacture of high explosives and poisonous gases. Discoveries of Physics. Electricity. Röntgen rays (X-ray) discovered (1895). The Radio. Relativity. Perfecting of telescope and development of astronomy.

(3) Science in Medicine. Jenner discovers (1796) a vaccine for the prevention of smallpox. Pasteur (1822-1895) shows that bacteria or germs are at the root of disease. Hence *pasteurization*. Anaesthetics introduce painless surgery. Lister (1827-1912) shows importance of antiseptics. How science has reduced infant mortality and prolonged the span of life. Insulin.

5. The New History. Application of scientific methods to the study of history. Critical study of sources and texts. Widening of scope of history to include man's social and intellectual activities as well as his political. Importance of archaeology and anthropology for the study of history.

REFERENCES. Beard, Robinson, Smith, Chs. 5, 6, 25, 26; Becker, Chs. 7, 16; Pahlow, Chs. 4, 7, 20; Schapiro, Chs. 13, 52; Seary and Patterson, Pt. 2; West and Eastman, Chs. 38, 61.

THEME 5.—EXPRESSION AND AESTHETICS. (Optional)

Minimum Requirements:

Appreciation and understanding of the following:

- (a) Man's need of expressing his thoughts and emotions.
- (b) The value and importance of artistic expression in life.

Each section may properly be the work of one group; each group may then report to the whole class.

1. The Drama. Development of the English drama to 1558; Elizabethan drama; the drama in the eighteenth and nineteenth centuries; French drama; important dramatists of other countries; development of the theatre, the stage, scenery, lighting, and costumes.
2. Music. Development of musical composition since 1500; important composers; the evolution of musical instruments; improvements in technique; relation of music to religion, dancing, drama, patriotism; the opera, the symphony.
3. Painting. Italian artists of the Renaissance: Botticelli, Leonardo da Vinci, Raphael, Michaelangelo, Titian, Correggio; Northern artists of the Renaissance: the van Eycks, Dürer, Holbein, Rembrandt, Rubens; the Spanish school: Valesquez, Goya, Murillo; eighteenth century painters:

Watteau, Fragonard, David, Hogart, Gainsborough, Sir Joshua Reynolds; painters of the nineteenth century; Millet, Corot, de Chavannes, Turner, Watts, Whistler.

Recent painters; relation of painting to the theatre, to religion, to industry; modern trends in painting.

4. Sculpture: Renaissance Sculpture: Donatello, Ghiberti, Michaelangelo; Baroque; Neo-Classicism; Canova, Thorwaldsen; contemporary, Rodin, Epstein; materials; technique; relation to architecture, religion; types, buildings, memorials.
 5. Dancing. Folk dances; court dances; dances of the theatre; the ballet; ballroom dances; relation to religion, music, theatre.
 6. Speech and oratory. Great speakers; speech in Parliament and in courts of law.
 7. Industrial art. Artistic forms in industry; lithography, etching, woodcuts; engraving; colour in industry; art in advertising and display.
 8. Architecture. Renaissance style, Italy, France, England; Baroque style; architecture of today; materials of construction; recent styles—industrial, social, educational, governmental, religious; memorials.
 9. Modern Trends. The radio; the cinema; photography; the novel; poetry; newspapers; magazines.
- REFERENCES. Pahlow, Chs. 4, 5, 10; Reinach, *Apollo*, Chs. 15-25; Seary and Patterson, Pt. 8; Schapiro, Chs. 13, 52. (See also books listed on Music, Art, and Literature.)

THEME 6.—RELIGION. (Optional)

1. The Revolt against the Medieval Church. Luther (1483-1546); Zwingli (1484-1531); Calvin (1509-1564); Knox (c. 1505-1572). Rejection of medieval doctrine of salvation by good works and emphasis on salvation by faith. The priesthood of all believers substituted for a sacerdotal priesthood. The Bible instead of the church becomes the sole religious authority. Individualism of Protestantism leads to multiplication of sects, such as Lutherans, Calvinists, Baptists, Quakers, Socinians. Countries which became Protestant.
2. The Counter-Reformation. The Council of Trent (1545-1663) introduced reforms into the Catholic Church and emphasized doctrines which the Protestants questioned. The Order of the Jesuits and its work in regaining countries lost to Protestantism and in missionary enterprise. The Inquisition, the Index, and the censorship of the Press. Philip II of Spain the militant champion of Catholicism.
3. The Wars of Religion. In France (1562-1594); Schmalkald War in Germany (1547-1555); Puritan Revolt in England;

the Thirty Years War (1618-1648); Peace of Westphalia, (1648).

4. Growth of Toleration. Edict of Nantes, (1598). Locke's Letters on Toleration. Toleration Act (1689). Disabilities of Dissenters. Voltaire (1694-1778) the champion of Tolerance. Establishment of freedom of conscience and worship.
5. The Break-Down of Dogmatic Faith in the 18th Century. The Religion of Reason. Deism: rejection of revelation and miracle and emphasis on laws of the universe. The idea that there was a natural religion, the creed of which could be reduced to a few essentials, namely, belief in one God, worship of God by life of virtue, future life of rewards and punishments. *Rousseau's Creed of a Savoyard Vicar in Emile* the finest expression of the deist's creed. Attack on religion in the French Revolution.
6. The Revival of Religion. Pietism in Germany; Jacob Spener (1663-1705); John Wesley and Methodism in England and America. The Romantic Revival and its influence on religion. The Oxford Movement.
7. Science and Religion. Religious opposition to heliocentric theory of the universe and to the theory of evolution. Gradual reconciliation between science and religion. Scientific study of religion according to the comparative method leads to a changed conception of the non-Christian religions. Historical study of Christianity leads to a new interpretation of the Bible.
8. Modern Trends in Religion. Missions and the attempt to convert the Orient to Christianity. Influences of socialism leads to emphasis on social teachings of Christianity. New cults, such as Christian Science. Anglo-Catholicism and its overtures towards Rome. Destruction of the temporal power of the Papacy. Modernism in Roman Catholic Church. Soviet attitude towards religion. Neo-paganism in Germany. Influence of Karl Barth. Religion and war. Religion and the totalitarian state.

REFERENCES. Becker, Chs. 2, 7; Beard, Robinson, Smith, Ch. 5; De Witt, Ch. 34; Elson, Chs. 23, 24, 26; Pahlow, Chs. 2, 6, 8; Schapiro, Ch. 14.

THEME 7.—SOCIETY AND ITS PROBLEMS. (Optional)

Minimum Requirements:

- (a) A knowledge of the organization of society.
 - (b) An appreciation of the delicate adjustments of society.
 - (c) Appreciation of the need for maintaining organized society; and understanding of the fact that the maintenance of society depends on constant adjustment to new conditions.
1. Social Classes (1500 to 1800). Royalty, clergy, knights (especially in Germany), land-owners, merchants, craftsmen, and the lower orders.

Social conditions in the towns and cities of Europe; serf and peasant life in Russia; rural life under absentee land lordism in France, England, and Ireland; social conditions in the American colonial period, especially in the Southern States.

REFERENCES. Beard, Robinson, Smith, Ch. 5; Becker, Chs. 6, 7; Schapiro, Ch. 19; West and Eastman, Chs. 25, 42.

2. Social Classes, 1800 to the present. Aristocracies of birth and wealth; effect of industrial and mechanical revolution upon social life, especially in England; rise of the middle classes—farmers, tradesmen, employers, employees, professional persons; the unemployed.

Social effects of the Reform Bills and Factory Acts in England; poverty in Ireland; social effects of abolition of slavery in U.S.A. and of serfdom in Russia; life of the colonists in Canada; social life on the Western frontier of U.S.A. and Canada; typical peasant life in China.

REFERENCES. Beard, Robinson, Smith, Chs. 19-20; Becker, Chs. 16-18; Buck, *Good Earth*; De Witt, Ch. 50; Gogol, *Dead Souls*; Victor Hugo, *Les Misérables*; Pahlow, Chs. 14, 22; Rugg, Chs. 7, 11, 18, 20; Schapiro, Chs. 50, 51.

3. Modern Class Distinctions. The Caste system in India; class consciousness in European lands, especially in France, England, and Germany; attempt at abolition of class distinction in Russia; economic basis of class distinctions in United States and Canada.

REFERENCES. Clark, Chs. 9-13 and *passim*; Cohen, Chs. 26, 28, 19 and *passim*; Hilton, Chs. 4, 6 and *passim*; MacKay and Saunders, Ch. 9; Modlin and de Vyver, Ch. 20; Patterson, Little, Burch, Chs. 19-28; Seary and Patterson, Pt. 6; Cole, *passim*.

4. Modern Social Problems.

(a) Problems of the modern family—married women in industry; late marriages; divorces; decline of the birth rate in various countries; changing status of women.

(b) Women in industry—trends; economic and social results; problems of social life of unmarried women workers.

(c) Inequalities and inadequacies of income—unemployment; workingmen's compensation; mothers' pensions; old-age pensions; state insurance.

(d) Social problems—crime and delinquency; mental disorders; mental deficiency; the liquor problem and liquor control; narcotics and drugs.

REFERENCES. See under No. 3, preceding.

Note: Additional references for all the themes may be found by consulting the indexes of the text and reference books.

SOCIAL STUDIES 3

FOREWORD

The aim of the course in Social Studies 3 is to develop a permanent interest in a number of the most important contemporary problems—national, imperial and international, so that the student upon graduation will voluntarily keep in touch with the future developments of these problems. This interest should result in creating a due appreciation of the duties and responsibilities of citizenship in a democratic state.

Since no permanent interest can be established by a superficial treatment of the subject, care should be taken that ample time is given for the problems attempted. It should also be borne in mind that the new procedures, which call for wider reading on the part of the student, for group discussions and for class presentations, require considerably more time than the older techniques.

In order to be sure of securing the maximum value of the course, teachers will find it necessary to distribute the ten months of instruction during the year according to the following schedule:

Unit I	10 weeks
Unit II	12 weeks
Unit III	8 weeks
Unit IV	10 weeks

It is to be specially noted that Current Events are to be given attention throughout the year, and, on the average, an amount of time represented by from two to three periods per month. Current Events include not only the incidental discussion of outstanding events from day to day, but also the systematic reading of newspapers and other sources of information regarding Current Events.

N.B.—Teachers should note that the new procedures for teaching Social Studies were introduced with the course in Social Studies 1; that these procedures were required for the course in Social Studies 2; and that they are now required for Social Studies 3.

Students trained by the older procedures are likely to miss the important objectives of the course. Moreover, they will be at a disadvantage when they write on the Grade XII examination in 1940 and thereafter.

In this course, as in all worth-while courses in Social Studies, controversial questions and issues may arise for discussion. It is the task of the teacher to treat these issues and questions descriptively and impartially.

I. INTERNATIONAL RELATIONSHIPS.

1. (a) A brief review of international relationships in 1914.
- (b) The centres of military conflict in the World War.
- (c) The factors contributing to the surrender of the Central Powers.

2. (a) The Peace Settlements (Versailles, Saint Germain-en-Lays, Neuilly, Trianon, Sèvres, and the Minorities Treaties). Problems to be settled, conflicting ideas, terms of treaties.
- (b) A critical examination of these treaties.
3. (a) The League of Nations.
Its origin, purpose, composition, organization, and lines of activity.
- (b) The distinguishing characteristics of the different periods in the League's history.
The periods of enforcement, pacification, crises and temporary decline.
- (c) Major problem dealt with by the League during these periods. Peace and security, reparations and inter-allied debts, mandates, economic rehabilitation, and social services; work of the Nansen office, refugees.
- (d) The future of the League.
4. The Pan-American Movement.
- (a) Participating countries, and objectives.
- (b) Steps taken to realize these objectives.

Current Events

Current Events related to the foregoing topics.

II. OUTSTANDING DEVELOPMENTS IN DIFFERENT COUNTRIES.

A. The Totalitarian States.

1. The Communist Régime in Russia.
 - (a) Review—disintegration under the Tzarist régime.
 - (b) The political structure of the U. S. S. R.
 - (c) The Lenin régime, and the rise of Stalin.
 - (d) The First, Second and Third Five-Year Plans.
 - (e) The New Russian Constitution.
 - (f) An estimate of the Russian experiment.
2. The Fascist Régime in Italy.
 - (a) Conditions out of which Fascism developed.
 - (b) The salient features of the Fascist state.
 - (c) Italian imperialism.
 - (d) An estimate of Italian Fascism.
3. The Nazi Régime in Germany.
 - (a) The Weimar Republic.
 - (b) The rise of Hitler.
 - (c) National Socialism in theory and practice.
 - (d) Pan-Germanism.

4. Japanese Imperialism, and the internal problems of Japan and China.

3. The Democratic States.

1. The type of democracy and domestic problems in each of the following countries: Great Britain, France, Sweden and Denmark, and the United States.

(a) Great Britain:

- (1) The immediate post-war problems of the Coalition Government.
- (2) The rise of the Labour Party.
- (3) The financial crisis of 1931.
- (4) The National Government administration.

(b) France:

- (1) The problem of reconstruction.
- (2) The problem of currency stabilization.
- (3) The rise of the Popular Front Government.

(c) Sweden and Denmark:

- (1) Democracy—the coöperative way.
- (2) Typical achievements in the cultural and economic life of their people.

(d) United States:

- (1) The rejection of Wilson's Democratic administration in 1920.
- (2) How the Republican administrations dealt with the problems of farm rehabilitation, law enforcement, and the depression.
- (3) The "New Deal" Programme of President Roosevelt, its objectives, methods and success.

2. (a) The merits and defects of the democratic state.

(b) The need for enlightened, alert and aggressive citizenship under Democracy.

Current Events.

An opportunity may be found in class periods devoted to Current Events for discussion of questions related to topics such as the following:

1. The Civil War in Spain:

- (a) Its causes.
- (b) International interests of different countries (Rio Tinto Syndicate, Mercury Mines).

2. Modernization of Turkey under Kamal Ataturk.

3. The appeasement of the Axis Powers.

4. Post-Munich Europe.

5. The Latin-American Countries.

III. COMMONWEALTH PROBLEMS.

1. Constitutional Adjustments.

Self-government for Ireland and India.

The interpretation of Dominion status, as granted by the Statute of Westminster to the overseas Dominions.

2. Inter-Empire Trade.

Its purpose, extent and the factors tending to increase and retard its development.

3. The Problem of Defence.

Its present importance.

Diplomatic defence.

Military defence. (Recent changes of policy and their significance.)

The difficulty of a united defence policy because of conflicting national interests within the Commonwealth.

4. The Problem of immigration and settlement within the Empire.

5. The Future of the Empire.

Forces tending toward disintegration.

Forces tending toward consolidation.

Does there arise a wider conception of the Empire?

IV. CANADIAN PROBLEMS.

A. External Affairs.

1. Introduction.

(a) Machinery and methods of diplomacy.

(b) Parliamentary control of external affairs.

(c) Canada in the League.

2. Economic Problems.

(a) Canada and world trade. (Distribution of exports and imports, trade routes.)

(b) Commercial policies. (Protection, reciprocity, imperial preference, policy of compromise.)

3. Problems arising out of Canada's proximity to the United States.

(a) Machinery for adjusting disputes.

(b) Joint control of the Great Lakes and boundary waters.

(c) Fishing rights.

(d) Canada's rôle in Anglo-American relations.

B. Internal Affairs.

1. Constitutional adjustments.

(a) Introduction. A brief résumé of the development of democracy in Canada.

- (b) The Privy Council as the interpreter of the Canadian constitution.
 - (c) Do social, political and economic conditions make an amendment of the B. N. A. Act desirable?
 - (d) Possibility of amending the Constitution.
2. Economic problems.
- (a) The nature and extent of Canada's natural resources, their development and conservation.
 - (b) Transportation.
The problems facing the recently appointed Transportation Commission.
 - (c) The relation of the government to the problems: marketing, agricultural rehabilitation, unemployment, minimum wage, standards of living, social security.
3. Foreign Policy and the problem of defence.
- (a) A brief review of the policies of the administrations from the time of Sir John A. Macdonald to the present.
 - (b) The three present-day schools of thought:—
The non-intervention policy.
The British Front policy.
The policy of collective security.
 - (c) The Pan-American Union.

REFERENCE BOOKS ON HAND.

References suitable for Unit I.

Schapiro	Chaps. 54, 55, 59
West and Eastman	" 62, 63, 64, 70, 71
Flenley	" 18, 20
McKinley, Howland and Dann.....	" 30, 31, 33, also Conclusion.
DeWitt	" 70
MacKay and Saunders	" 20, 21, 22, 23
Elson	" 48, 49
Becker	" 20, 21, 22, 23

References suitable for Unit II.

DeWitt	Chaps. 59-69
Schapiro	" 60, 61, 62
West and Eastman	" 67, 68
MacKay and Saunders	" 13, 14, 15
Flenley	" 21
Beard, Robinson and Smith	" 31, 32, 34

References suitable for Unit III.

MacKay and Saunders	Chaps. 25, 26, 27
DeWitt	" 684-700
West and Eastman	" 56
Schapiro	" 50
Trotter	" 3

TEXTBOOKS AND REFERENCE BOOKS

Classroom procedures for this course are those that have already been set forth for Social Studies 1 and 2, and include group discussions, committee reports, talks by individual students, and reading assignments, for which the students should have at their disposal a classroom library of reference books, pamphlets and periodicals. There will be need for a book setting forth briefly the main facts of European affairs since 1914. Accordingly, every student will be expected to purchase for his own use a copy of *Modern Europe Explained*, by McAuliffe (Blackie and Son). This book of itself, however, will not enable a student to meet the requirements of the course.

The main objective of the course is ability on the part of the student to think objectively and intelligently about contemporary problems that arise in connection with the matters set forth in the foregoing outline. It will be necessary, therefore, that every student have access to two or three good reference books which supplement the basic material set forth in the McAuliffe book.

The schedule above shows what use may be made of reference books that have already been used for Social Studies 1 and Social Studies 2 and will therefore be available in the classroom library. Additional reference books are classified in the following list. Under "Primary References" will be found a list of books that should be available in every classroom library. Under "Secondary References" there is a further list of important books which should be added to the classroom library as circumstances permit. There is a further list of books that will furnish "Interesting Reading for Students" and, finally, a list of "Special References for Current Events."

PRIMARY REFERENCES

Benns: *Europe Since 1914*, with Supplement (F. S. Crofts & Co.).

Langsam: *The World Since 1914*, with Supplement (Macmillan Co.).

Hasluck: *Foreign Affairs, 1919-1937* (Cambridge University Press).

Simonds and Emeny: *The Great Powers in World Politics* (American Book Co.).

Buell et al: *New Governments in Europe* (Nelson & Sons).

Scott: *Canada Today* (Oxford Press).

MacKay and Rogers: *Canada Looks Abroad* (Oxford Press).

Gaythorn Hardy: *A Short History of International Affairs, 1920-1938* (Oxford Press).

King-Hall: *The World Since the War* (Nelson & Sons).

Jackson: *Post-War World* (Ryerson Press).

Note:—The two following books have already been listed as references for Current Events in Social Studies 2:

- Carr: *International Relations Since the Peace Treaties* (Macmillan Co.).
- Gibberd: *The League: Its Successes and Failures* (Dent and Sons).

SECONDARY REFERENCES

- Becker and Duncalf: *The Story of Civilization* (Silver, Burdett Co.). This book is easy reading for Grade XII.
- Ward: *The International Share-Out* (Nelson & Sons). Discussion Books, No. 17.
- Anderson: *Problems in Canadian Unity* (Nelson & Sons).
- Strange: *Canada, The Pacific and War* (Nelson & Sons).
- Soward: *Moulders of National Destiny* (Nelson & Sons).
- Carman, Kimmel and Walker: *Historic Currents in Changing America* (Winston Co.).
- This book is an excellent reference re the historical background of American domestic and foreign policy.
- Five Political Creeds* (Ryerson Press).
- Bruce: *British Foreign Policy* (Nelson & Sons). Discussion Books, No. 45.
- Tawney: *The British Labour Movement* (Penguin Books, Ltd.).
- D. O. Kinsman: *Our Economic World* (Crowell Co.).
- Childs: *This is Democracy* (Ryerson Press).
- Pickles: *Europe* (Dent & Sons). A very useful geography of Europe.
- Trotter: *The British Empire-Commonwealth* (Macmillan Co.).
- Williamson: *The British Empire and Commonwealth* (Macmillan Co.).
- Tracy: *Our Country, Our People and Theirs* (Macmillan Co.).
- Braatoy: *The New Sweden* (Nelson & Sons). Discussion Books, No. 18.
- Packard et al: *The Nations Today* (Macmillan Co.).
- A physical, industrial and commercial geography.
- Hodson: *The British Commonwealth in Future* (Oxford Press).
- Soward: *Canada and the Americas* (University of Toronto Press).
- Canadian Problems* (Oxford Press).
- Vera M. Dean: *Europe In Crisis*—World Affairs Pamphlets from the Foreign Policy Association.
- King-Hall: *Our Own Times* (Saunders & Co.).
- The Headline Books* (Foreign Policy Association, 8-W. 40 St., New York, N. Y.). The following are titles of useful books:
- War in China.*
- The Puzzle of Palestine.*
- America Contradicts Herself.*
- (*The Headline Books* may be obtained from the Literature Service, League of Nations Society of Canada, 124 Wellington St., Ottawa.)
- Report of the Rowell Commission (when available).
- Canada Year Book* (Dominion Bureau of Statistics, Department of Trade and Commerce, Ottawa).

- The Case for Alberta* (King's Printer, Edmonton).
 Whittaker's *Almanac* (Address: 12 Warwick Lane, Paternoster Row, London).
 Handbook of the NRA (Federal Codes, Inc.).
After Munich: A pamphlet published by the "Winnipeg Tribune".
Canadian Defence (Kelsey Club, League of Nations Society Ottawa).
 Canadian Broadcasting Corporation: *Wither Democracy?*
 Canadian Broadcasting Corporation: *The Canadian Constitution*.
 Canadian Broadcasting Corporation: *Canadian Problems*.
The Trade Agreement With the United Kingdom, 1938 (Dept. of State, Washington, D.C.).
 Report of Imperial Commission on Economic Consultation and Co-operation (King's Printer, Ottawa).

ADVANCED REFERENCES FOR THE TEACHER

- Boak, Hyma and Slosson: *The Growth of European Civilization* (Crofts & Co.).
 Faulkner: *American Political and Social History* (Crofts & Co.).

INTERESTING READING FOR STUDENTS

- Gunther: *Inside Europe* (Harper and Bros.).
 Reed: *Insanity Fair* (Jonathan Cape).
 Lockhart: *Guns or Butter* (McLelland & Stewart).
 Siegfried: *Canada* (Nelson & Sons).
 Nearing: *Glimpses of the Soviet Republic* (Social Science Publishers).
 Henri: *Hitler Over Europe* (Simon and Schuster).
 H. N. Gay: *Strenuous Italy* (Houghton, Mifflin Co.).
 Stead: *The House of All Nations* (Simon and Schuster).
 Roberts: *The House That Hitler Built* (Methuen).
 Remarque: *Three Comrades* (Ryerson Press).
 Lewis: *It Can't Happen Here* (Doubleday, Doran & Co.).
 Lind: *Middletown* (Harcourt, Brace & Co.).
 Trotsky: *The Revolution Betrayed* (Doubleday, Doran & Co.).
 Hitler: *Mein Kampf* (Reynal and Hitchcock).
 Southgate: *The British Empire* (Dent & Sons).
 Canadian Broadcasting Corporation: *Democracy at Work*.
 Hamilton: *Modern England* (Dent & Sons).
 Vogel: *Man's Courage* (Ryerson Press).
 Cooper: *National Provincial* (Ryerson Press).
 Bottome: *Mortal Storm* (Ryerson Press).
 J. R. Clynes: *Memoirs* (Ryerson Press).
 Lloyd George: *Memoirs* (Little Brown & Co.).
 Overstreet: *Let Me Think* (People's Library: Macmillan Co.).
 Bryson: *Which Way America?* (People's Library: Macmillan Co.).
 Gould: *Windows on the World* (Stackpole & Sons).
 This is an excellent treatment of contemporary problems at the students' level.

REFERENCES FOR CURRENT EVENTS

- Time* (224 Sandwich St. West, Windsor, Ont.).
News-Week (1270, 6th Ave., New York, N. Y.).
 Foreign Policy Reports, obtained from the Foreign Policy Association, 8, W. 40th St., New York, N. Y.
The Chronicle of World News (League of Nations Association, 8, W. 40th St., New York, N. Y.).
The New Statesman and Nation (10 Great Turnstile, High Hilborn, London, W. C. 1).
The Statesman's Yearbook (Macmillan Co.).
Maclean's (481 University Ave., Toronto).
Time and Tide (32 Bloomsbury St., London, W. C. 1).
Current History (63 Park Row, New York, N. Y.).
The Reader's Digest (Pleasantville, N. Y.).
The New Republic (40 E. 49 St., New York, N. Y.).
The Nation (20 Vesey St., New York, N. Y.).
Collier's (Crowell Publishing Co., 250 Park Ave., New York, N. Y.).
Saturday Evening Post (Curtis Publishing Co., Philadelphia, Pa.).
Hansard (King's Printer, Ottawa).
World Affairs (224 Bloor St. W., Toronto).
 A useful news commentary for high school students.
 News summaries in the local newspapers.
 Books and pamphlets issued by the Canadian Institute of International Affairs.
 Publications of the Carnegie Endowment for International Peace.
 Publications of the League of Nations Society of Canada.
The Literature Service of the League of Nations Society in Canada distributes all publications of the League of Nations Society in Canada and the League of Nations Union in England, including a large number of popular and practical booklets suitable for use in schools. A catalogue of this material will be furnished on request. Address: Literature Service, League of Nations Society of Canada, 124 Wellington St., Ottawa.

SOCIOLOGY AND PSYCHOLOGY 1

FOREWORD

Tradition has assigned these subjects to the University curriculum. The majority of high school students do not, however, reach the University; yet in a few years they will be called upon to perform the duties of citizenship in a democracy. For this purpose, enlightenment must take the place of naive thinking.

It is the purpose of the course to introduce students to scientific modes of thought regarding social phenomena and problems. The course is concerned mainly with the *structure of society*, the *nature of social behavior*, and the *adjustment of the individual* to his social environment.

Exposition and guidance will be required from the teacher; but the classroom procedure should consist largely of *discussions about problems* with which the students have actual contact, and which have a meaning for them in terms of their own social environment.

There will be plenty of opportunity for *correlation* between Sociology and the social and economic problems raised in Social Studies 2; and also for a similar correlation between Psychology and the unit on Mental Hygiene in Health Education. Both Sociology and Psychology will have points of contact with Vocation and Guidance.

The complete outline in both Sociology and Psychology should not be attempted in one year. Either division may be given the major share of the time, according to the interest shown by the class. *In all classes, however, the course will begin with Sociology and conclude with problems in Psychology that are related to personal efficiency and Mental Hygiene.* The treatment of these problems should be much fuller in this course than in Health Education.

N.B.—Instruction in these subjects should not be attempted by teachers who have not had university training in Psychology.

Sociology.

The structure of society: industrial society; the modern nation; the democratic state; associations and classes; poverty, crime and punishment.

The processes of society: social thinking; the "mob mind"; barbaric survivals; propaganda.

The outlook for democracy.

Recommended Reference Book for Students:

An Introduction to Sociology: Macdonald (Dent & Sons).

Reference Books for Teachers:

Social Life and Personality: Bogardus and Lewis (Silver Burdett).

Problems and Values of Today: Hilton (Little, Brown Co.).

The Social World: Quinn (J. B. Lippincott Co.).

American Social Problems: Patterson, Little and Burch.

Windows of the World: Kenneth Miller Gould.

Our Life Today: Bacon and Krug.

Psychology.

N.B.—The following outline is offered merely to suggest problems and topics for discussion from which the teacher may select a few that will interest the class.

1. The individual in relation to the social environment.
 - (a) How the individual makes contact with the environment: sense organs; the reaction system (muscles, glands); the central and autonomic nervous systems.
 - (b) The factors of behavior: external stimulation; internal urges; and a reaction system under central control.
2. The individual's equipment at birth; and the growth and development of this equipment.
 - (a) Patterns of behavior—reflex, instinct; levels of behavior. Is there a fighting instinct? What physical or mental traits are inherited? (Physique, nervous system, glandular mechanisms; *not* "temper", or habits.) Eugenics; Mendel's and Galton's laws.
 - (b) Plasticity of the nervous system, or efficiency in learning. What is learning? What is education? Can human nature be changed? How animals learn; how humans learn; how students learn school subjects—language, spelling, mathematics, etc.; memory and forgetting. The acquisition of a skill, such as typewriting. The effect of success, failure, praise, or censure on learning. How to study: good study habits. How to memorize.
 - (c) The function of intelligence; symbols and verbalization; thinking and reasoning; the conditions and requisites of sound thinking; the technique of scientific thinking. Thinking and rationalizing—the "good" reason and the "real" reason.
 - (d) Individual differences in capacities and abilities; special aptitudes; the measurement of capacities, intelligence and abilities.
3. Mental Hygiene: the physical basis, and the development, of personality.
 - (a) Emotions—"Squirming of the internal muscles." How do emotions develop? Why are children afraid of the dark? Of thunderstorms? Why do children exhibit temper tantrums? Education for control of the emotions.
 - (b) The thwarting of urges, e.g., for social approbation, and its relation to emotions and attitudes. Feelings of inferiority or inadequacy; mechanisms of compensation; negativism. What is the psychology of the bully, the "smart Alec," the "sharp" tongue? Normal and abnormal behavior—neurosis, psychoneurosis, regression, and "flight from reality."
 - (c) Attitudes; dominance and submission; the effect of

family life and school life on personality. Personality and character. Can personality be changed? How to get along with other people.

4. Psychology and social life.

- (a) Psychology in industry—fatigue, monotony, interest in work; personal adequacy and self-respect.
- (b) Psychology of the group—the “mob”; group ideals and attitudes; loyalty, patriotism, peace and war.
- (c) The psychology of advertising.
- (d) Propaganda.

Textbook.

No textbook has been authorized.

Reference Books for the Use of Teachers.

Psychology and Practical Life: Collins and Drever (University of London Press).

Psychology and Life: Floyd L. Ruch (Scott, Foresman Co.—Gage).

Social Life and Personality: Bogardus and Lewis (Silver Burdett Co.—Gage).

Mental Hygiene of the School Child: Symonds (Macmillan Co.).

Mental Hygiene and Education: Mandel Sherman (Longmans).

The Psychology of Adjustment: L. F. Shaffer (Houghton Mifflin Co.). Advanced, but an excellent reference for Mental Hygiene.

Guidance in Secondary Schools: Koos and Kefauver (Macmillan Co.).

ECONOMICS

The aim of the course in Economics is to give the student a knowledge and understanding of Canadian economic life. For the majority of high school students, the Grade XII year is the last year of formal schooling. Shortly they will be voting citizens, faced with the duty of making decisions on public questions. Since most of the problems with which they will be confronted are basically economic, that is, concerned with the production and distribution of goods and services, they should have the opportunity in high school of investigating these problems objectively and critically.

It is the intention that the course should be approached, not as a study in economic theory but rather from the standpoint of practical problems. A somewhat detailed outline is provided. But close adherence to this outline is not considered to be the necessary method of procedure. The outline is intended to serve as a guide to the student, so that in studying a problem he will give consideration to all the major factors involved. As a point of departure, a class might choose its own problem; for example, unemployment, debt, the marketing of wheat and other agricultural products, taxation, transportation. Almost any problem will ultimately lead into a consideration of all the other problems suggested in the course. Questions are appended to the outline. If these are made the focal points of discussion, they will tend to make the course realistic rather than theoretical.

Re Textbooks.

Four books are recommended for the use of students. Each book deals with most of the topics suggested in the outline; but each has its own special merits. It would be desirable to have all available for use in the classroom. No student is expected to have all the books. It would be well for the teacher to arrange for an approximately equal distribution of the books amongst the class.

The following books are the books recommended:—

Birnie: *Economics in Outline* (Nelson & Sons).

Clark: *An Introduction to Economic Problems* (Macmillan Co.).

MacGibbon: *An Introduction to Economics* (Macmillan Co.).

Smith: *Economics, An Introduction to Fundamental Problems* (McGraw-Hill Co.).

PRIMARY REFERENCES FOR THE TEACHER

Modlin & DeVyver: *Development of Economic Society* (Little, Brown & Co.).

Technology and Planning: A pamphlet issued by the National Resources Committee and sold by the Superintendent of Documents, Washington, D.C. (Price, 10c). Other valuable pamphlets on "planning" are available from this source.

- Polakov: *The Power Age* (Covici, Friede, Inc.).
 Cole: *Practical Economics* (Penguin Books, Ltd.).
 Quenneville: *Essentials of Economics* (Ryerson Press).
 Modlin & McIsaac: *Social Control of Industry* (Little, Brown & Co.).
 Bacon and Krug: *Our Life Today* (Little, Brown & Co.).
 Gould: *Windows on the World* (Stackpole & Sons).
 ZuTavern and Bullock: *The Consumer Investigates* (Commercial Textbook Co., Ltd., South Pasadena, Cal.).
 Britnell: *The Wheat Economy* (University of Toronto Press).
Canada Year Book: King's Printer, Ottawa.
 Reports from Canadian Bureau of Statistics.

SECONDARY REFERENCES FOR THE TEACHER

- Cohen: *Industry and Life* (Heinemann).
 Wiese & Reticker: *The Modern Worker* (Macmillan Co.).
 Patterson, Little and Burch: *Problems in American Democracy* (Macmillan Co.).
 Worts: *Work, Wealth and Government in England* (Heinemann).
 McIsaac & Smith: *Introduction to Economic Analysis* (Little, Brown & Co.).
 McCabe & Lester: *Labor and Social Organization* (Little, Brown & Co.).
 Dell & Luthringer: *Population, Resources and Trade* (Little, Brown & Co.).
 Luthringer, Chandler & Cline: *Money, Credit and Finance*, (Little, Brown & Co.).
 Reich & Siegler: *Consumer Goods* (W. J. Gage Co.).
 Creighton: *Central Banking in Canada* (Clarke & Stuart Co.).
 Beckhart: *The Banking System of Canada* (Henry Holt & Co.).
 League of Social Re-construction: *Social Planning for Canada* (Nelson & Sons).
 Scott: *Canada Today* (Oxford Press).
 Canadian Broadcasting Corporation: *Canadian Problems*.
 Report of Rowell Commission (when available).
The Case for Alberta (King's Printer, Edmonton).

OUTLINE OF COURSE

I. Meaning and Method of Economics.

- (a) Subject-matter of economics.
- (b) Economics as a science.
- (c) Method of economics.
- (d) Meaning of economic laws.
- (e) Economics and ethics.

II. The Development of Economic Society.

A brief survey of the evolution of industrial capitalism.

- (a) Medieval economy.
- (b) Mercantilism and economic nationalism.
- (c) Agricultural Revolution.
- (d) Industrial Revolution and Laissez-Faire.
 - (i) Coal and iron.
 - (ii) Textiles.
 - (iii) Use of power and growth of factories.
 - (iv) Transportation.
 - (v) Effects of Industrial Revolution.
- (e) Modern economic society.
 - (i) The continued development of machine technology.
 - (ii) Power.
 - (iii) The automatic machine—examples.
Why used—cost: original, upkeep, depreciation, replacement, obsolescence.
 - (iv) The present economic situation—neo-mercantilism and economic blocks.

III. The Organization and Regulation of Production.

- (a) Division of labour.
 - (i) Economic effects of division of labour.
 - (ii) Division of labour and extent of the market.
 - (iii) Territorial division of labour.
- (b) The individualistic order.
 - (i) The “law” of supply and demand. Does this law apply today?
 - (ii) Assumptions of the individualistic philosophy.
 - (iii) Public regulation.
 - (iv) Unregulated private capitalism vs. regulated capitalism.
- (c) The function of the *entrepreneur*.
- (d) Forms of *entrepreneurial* organization.
 - (i) Individual proprietorship.
 - (ii) Partnership.
 - (iii) Business corporation.
 - (iv) Co-operative society.
 - (v) Political units vs. *entrepreneurs*.
- (e) Concentration of industrial control.
 - (i) Growth of corporations, holding companies, etc.
 - (ii) Growth of monopoly in many industries.
See also Section VI.

IV. Marketing.

- (a) Definition and classification of markets.
- (b) Marketing functions.
 - (i) Assembling and storing.
 - (ii) Assumption of risk.
 - (iii) Rearrangement and selling.
 - (iv) Transportation.
 - (v) Financing.
- (c) Marketing agents.
 - (i) The retailer.
 - (ii) Chain stores and mail-order houses.
 - (iii) Department stores.
 - (iv) The wholesale merchant.
 - (v) The produce exchanges; e.g., Grain Exchange.
 - (vi) The question of the "middleman".
 - (vii) Advertising—squandering of resources in advertising and selling activities.

V. Value: The Price-making Process.

Value is the core of economic theory: a study of the factors which determine relative prices and, hence, the allocation of available resources among alternative uses. "Price" is the guide to production; "profit" the motive; "competition" the regulator. Economics is the science of the allocation of relatively scarce resources among alternative uses so as to maximize real income. The principles of economics are the "laws" which explain how this allocation takes place. In order to understand economic problems and to analyze them it is necessary to have a working knowledge of these principles.

- (a) Price and value.
- (b) Individual demand.
- (c) Collective demand.
- (d) Elasticity of demand.
- (e) Changes in demand.
- (f) Supply.
- (g) Changes in supply.
- (h) Price determined by supply and demand.
- (i) Effects of changes in supply and demand.
- (j) Cost of production and its relation to price.
- (k) Competition.
- (l) Price the guide to production and allocation of resources.

V. Monopoly.

- (a) The meaning of monopoly.
- (b) Determination of monopoly price.
- (c) Causes of monopoly.

- (d) Limitations on monopoly price.
- (e) Effects of monopoly on allocation of resources.
- (f) The growth of combines, trade associations, mergers, trusts, cartels, trade unions and other agencies for price-fixing: effects.
- (g) The tariff and monopolies.
- (h) Public regulation of monopolies—difficulties.

VII. Money, Banking and Exchange.

- (a) Importance of exchange.
- (b) Money replacing barter as a method of exchange.
- (c) Definition of money.
- (d) Functions of money.
- (e) The monetary unit.
- (f) The circulating medium in Canada today:
 - (i) Specie.
 - (ii) Bank of Canada notes.
 - (iii) Other bank notes.
 - (iv) Subsidiary coins.
 - (v) Bank deposits subject to check.
- (g) The value of money.
- (h) The quantity theory of money.
- (i) Price fluctuations.
- (j) Economic effects of price fluctuations.
- (k) The gold standard—advantages and disadvantages.
- (l) Independent (“insulated”, national) paper standards—advantages and disadvantages.
- (m) Foreign exchange.
 - (i) Description of the actual mechanism of how individuals receive payment for exports and make payment for imports.
 - (ii) Bills of exchange.
 - (iii) The banks and the exchange market.
 - (iv) Par of exchange.
 - (v) Fluctuations—causes.
 - (vi) Gold points.
 - (vii) Determination of rate of exchange under paper standards.
- (n) Banking.
 - (i) A description of banking processes; e.g., making a deposit, making a loan, etc.
 - (ii) Deposit currency—importance today.
 - (iii) Credit instruments—description of various types.
 - (iv) Volume of deposit currency.
 - (v) Payment by check.

- (vi) Bank deposits.
- (vii) Clearing.
- (viii) Interrelation of loans and discounts, deposits and notes, and cash.
- (ix) Bank credit as a medium of exchange.
- (x) The functions of a central bank—the Bank of Canada.
- (xi) The peculiar importance of bank credit.
- (xii) Lack of control of volume of means of payment.

VIII. Distribution of Social Product.

- (a) The meaning of distribution.
- (b) Distribution a problem in value—the prices of the factors of production.
- (c) Definitions of rent, interest, wages, profits and chief factors affecting each.
- (d) Conflict of interest between—
 - (i) Owner of land and capital vs. labour and enterprise.
 - (ii) Labour and management.
 - (iii) Management and owners of land and capital.
- (e) Distribution of income.
 - (i) Inequality of personal incomes in Canada.
 - (ii) Personal distribution of wealth.
 - (iii) The problem of poverty.
 - (iv) Problems raised by inequality.
 - (v) Causes of inequality.
 - (vi) Remedies.
 - (vii) The problem of readjusting income to provide for consumption on a scale that will use production to full capacity.

IX. Consumption.

- (a) Consumer economics.
 - (i) Supply and demand; distribution.
 - (ii) Economic cycles: price-fixing; monopolies.
 - (iii) Co-operative buying.
 - (iv) Taxes; the sales tax; “passing on” taxes to the consumer.
- (b) Consumer purchases.
 - (i) Shopping and buying methods.
 - (ii) Advertising and consumer; protection through “consumers’ research”.
 - (iii) Legal protection for the consumer; pure food and drug laws.
 - (iv) What the consumer should know about law.
(See appropriate sections of the outline for “Commercial Law”.)
N.B.—The publicity branch of the Dominion Department of Agriculture issues a few bulletins along the line of consumer research.

X. International Trade.

- (a) Exports pays for imports.
- (b) The balance of trade.
- (c) The balance of payments.
- (d) Mercantilist fallacies—prevalence today.
- (e) The international balance of payments.
- (f) Effects of long-term and short-term capital movements.
- (g) The basic reason for international trade.
- (h) Free trade and protection.
 - (i) The free trade argument.
 - (ii) Arguments in support of the protective tariff.
 - (iii) The Canadian tariff.
- (i) Discussion of free-trade technique—relation of excise to customs duties in free trade economy.
- (j) Protectionist devices—tariffs, quotas, exchange control, bounties, embargoes, currency depreciation, administrative protectionism.
- (k) Effects of protection on
 - (i) protected industries;
 - (ii) export industries;
 - (iii) domestic industries;
 - (iv) national revenue;
 - (v) consumers.

XI. Alternative Forms of Economic Organization.

- (a) Socialism.
- (b) Communism.
- (c) Fascism.

XII. Problems for Study.

(a) Unemployment.

- (i) Causes of present unemployment—
 - Effects of World War, 1914-1918.
 - Seasonal unemployment.
 - Technological unemployment.
 - Cyclical unemployment.
 - Other causes.

(ii) Suggested remedies—

- Shorter working hours—retirement of older workers at 60 years, 55 years, etc., as they are no longer required.
- Stabilizing the demand for labour through public works.
- Monetary reform—intended to eliminate business cycle and hence cyclical unemployment.

Adjustment of labour supply through training
labour exchanges, etc.
Unemployment insurance.
New methods of social control.

(b) Problems for Study in Alberta.

- (i) The problems of an economy in which the products of an extractive industry are sold in a world market. The wheat problem.
- (ii) The sectionalism of the Canadian economy—free trade for the West and protection for Ontario and Quebec.
- (iii) Government-planned and government-controlled industries.
- (iv) Government subsidies, and government spending.
- (v) The development of our natural resources.
- (vi) The debt problem in Alberta; the divorce of ownership from control; monetary reform.

(c) Other Problems.

- (i) Unemployment and relief.
- (ii) Social insurance.
- (iii) Taxation.
- (iv) Economic planning.
- (v) Child labour.
- (vi) Adequate support for education.

Requirements.

The following questions should be studied and tentative answers arrived at, even at the expense of more careful study of pure economic theory:

1. What developments in (a) transportation, (b) communication and (c) finance have made possible the general use of modern power machinery?
2. The Industrial Revolution has greatly increased the productive capacity of industrial countries. Examine what this fact means to us in Alberta today.
3. What principles do you think should determine government policy toward industrial organization and the regulation of production?
4. Trace in some detail the various marketing operations necessary to carry some important Alberta product from the original producer to the ultimate consumer; viz., wheat, coal, oil, or livestock.
5. To what extent is personal skill and effort a determining factor in the size of personal incomes under a system of direct production? Under modern industrial conditions? What

practical remedies would you suggest for unemployment and for incomes below a decent subsistence level in Alberta?

6. Read Thomas Hood's "Song of the Shirt". What responsibility, if any, has the consumer or ultimate purchaser for the conditions under which goods are produced? Study and discuss at some length various methods of attempted social control of the conditions of production, such as minimum wage laws, government inspection of factories and their products.
7. How do the following factors in foreign trade work to the disadvantage of the Alberta grain, oil, or live stock producer?
 - (a) Invisible exports.
 - (b) Quotas and tariffs.
 - (c) Recent currency policies in Canada and abroad.
 - (d) Canadian tariff policies.
 - (e) Freight rates.

N.B.—In discussing the above questions, the teacher should take every care to avoid political or economic bias in any conclusions reached.

8. Statistics of the world grain trade show a fifty per cent shrinkage over the past ten years in the annual volume of wheat entering international trade channels. Discuss in some detail the causes of this important change and its effects on the farmers and business men of your community.
9. In modern specialized industrial production the city is the complement of the country. Large cities mean large markets for rural products. What share in the growth of our western cities is the result of growing commerce? What share has manufacturing? Are there any technical difficulties too great to be overcome in establishing substantial manufacturing industries in this Province? Iron and steel? Textiles? Other manufactures?

VOCATIONS AND GUIDANCE

This course is based on the assumption that high school students *have the right* to be furnished by the school with information regarding vocations and vocational prospects, and the right also to have *counsel and guidance* from the school in adjusting themselves and their school programme to their vocational interests. It is assumed, further, that the school likewise has the right to require from each student an inventory of his capacities, abilities and resources of personality and of character, and should encourage the student to maintain high standards of personal efficiency, and of civic and moral responsibility.

Some phases of this guidance programme are very closely related to sections of the course in *Health Education*, and in *Sociology and Psychology*. This circumstance is to be treated, not as overlapping, but as correlation.

The course does not cover the whole field of guidance and character growth but is intended, rather, to deal in a general way with the main factors in guidance and with the development of personality and character. Except in a few centers, no formal guidance programme has been followed in Alberta. Hence, the ground usually covered in guidance and character development programmes in Grades VII to XI will be dealt with in part in this course which is intended for Grades X and XI.

The teacher should treat the course as objectively as possible. Experiences and concrete illustrations from the life of the student should serve constantly to keep the procedure practical and challenging. Student participation by individual and group investigation and presentation of reports and group discussion is essential to a worth-while course. The course is primarily one of *group* guidance but, for greatest efficiency, should be supplemented by individual counsel.

School organization and procedure along democratic lines will give the greatest opportunity for varied activity, individual initiative and socialization of the group. Learning situations should be realistic, and the class atmosphere natural.

A broad understanding of human psychology and wide reading in varied fields on the part of the teacher, together with an experimental and investigative approach, are necessary to make the course vital.

No textbook has been prescribed. A list of reference books is appended, including many of the most valuable recent contributions to the subject. The following book is recommended for use by students and teachers as a reference book:

Choosing Your Life Work: Alberta Teachers' Association (1938). A number of copies of this book should be placed in classroom library, along with copies of other books chosen from the list of reference books.

The following book will also be found useful by the teacher:

Guidance in Secondary Schools: Koos and Kefauver (MacMillan Co.).

Publications of Canadian and American governments can be secured as published.

SUMMARY OF COURSE.

- I. Personal Inventory.
- II. How to Succeed in School.
- III. Vocations.
- IV. Educational Guidance.
- V. Intelligent use of Leisure.
- VI. Character and Conduct.
- VII. Civic Guidance.

I. PERSONAL INVENTORY.

Out of self-analysis grows the student's understanding of his relationship to his family, his school, his social environment and possible future activities.

Every student should begin the course by a personal stock-taking. Each of the forms used for the class survey should be filled out in detail, the information being confidential and available only to teacher and student.

Record forms by courtesy of the British Columbia Department of Education, Programme of Studies for Senior High Schools.

No. 1. FAMILY RECORD

The following questionnaire is for the purpose of gathering some general statistics about your class in school.

1. Name..... Class..... Birth date
- (In full, last name first.)
- (Day, Month, Year.)
2. Address..... Tel. No. Age.....
- (Years, Months.)
3. Where born?
4. How many in household? In family? At home?
5. Father's name Country of birth
- Or
6. Step-father's name Country of birth
- Or
7. Step-mother's name Country of birth
- Or
8. Name of guardian Country of birth
9. Father or mother deceased? (state)
10. Both parents at home?
11. Children at home At School At work
- (Under school age.)
- Unemployed Total
12. Father's occupation Working? On relief?
13. Mother's occupation (if other than at home)

14. How many of family completed:

- (a.) Elementary School
- (b.) High School
- (c.) University
- (d.) Business or Trade School.....
- (e.) Any other (state).....

No. 2. PHYSICAL RECORD.

Date.....

Name..... Class.....

1. Height..... ft. in.
2. Weight..... lb. Overweight..... lb. Underweight..... lb.
3. What is the condition of your general health?.....
4. Do you tire easily?.....
5. Do you suffer from headaches or other pains?
Where?.....
6. What contagious diseases have you had? Diphtheria?.....
Scarlet fever?..... Whooping-cough?..... Measles?.....
Others?.....
7. Have you ever had any trouble with your eyes?.....
8. Have glasses been recommended for you?.....
9. Do you wear glasses now?.....
10. Have you ever had trouble in hearing?.....
11. Have you ever had any heart-trouble?.....
12. Have you ever had stomach-trouble?.....
Have you any other physical defects? (state).....
14. Have you ever had a major surgical operation? (state).....
15. Name any illness that has kept you out of school a month or
more?.....
16. Name any serious injuries you have ever suffered?
17. What is the condition of your teeth?
18. Do you have trouble in breathing through your nose?.....
19. Do you have a frequent sore throat?.....
20. Have you had your tonsils removed?..... Adenoids?.....
21. Have you a tendency towards nervousness?.....
22. Have you or have you had a speech defect?.....
23. Have you ever been in a fresh-air class?.....
24. Have you regular hours for sleep?..... How many?.....
25. What time do you usually retire?..... Arise?.....
26. Do you exercise every day?
- What games? (state).....
27. Do you drink coffee?..... Tea?
- How often per day?.....
28. Do you smoke?..... How many cigarettes per day?.....
29. Estimate times absent in last year because of illness?
Cause.....
30. Do you usually have a good breakfast?.....
31. Of what?.....
32. What is your usual time for meals?.....

No. 3. SCHOOL RECORD

Date.....

Name..... Class..... Course.....

1. What Elementary Schools did you attend?.....
2. What Intermediate or Junior High School did you attend?.....

3. What other High School, if any, have you attended?.....
4. Did you attend any other school in any other province or country?..... Where?.....
5. Why did you choose this school?.....
6. What subjects do you like best?.....
7. Why?
8. What subjects do you dislike most?.....
9. Why?
10. How long do you study each night? (average)
11. Which subject takes the most time?.....
12. Do you have a room at home to study in quiet?.....
13. Is the light good?.....
14. Is the room warm?.....
15. Do others study with you? (state)
16. Is there any one at home who can assist you intelligently?.....
17. Do you play a musical instrument?..... What?.....
18. Do you play in the school orchestra?..... Other?.....
19. To what school clubs do you belong?.....
20. To what school teams do you belong?.....
21. What grades do you usually receive?.....
22. Could you do better?.....
23. In what subjects would you like help?.....

No. 4. SOCIAL RECORD

Date.....

Name..... Class

1. What regular duties do you do at home? (chores, etc.)
2. Do you receive an allowance?..... How much?.....
3. Have you a job outside your home?.....
4. What?..... Employer
5. How much do you earn per week?.....
6. How many hours do you work per day?..... per week?.....
7. How late do you work at night?.....
8. Would you like a job for after school?..... Saturdays?.....
9. What?.....
10. In what work have you had experience?.....
11. How much money do you spend per week? On pleasure.....
On necessities (car-fare, etc.).....
Total.....
12. Have you a bank account?.....
13. How do you spend your spare time?.....
14. Do you belong to the Guides, Scouts, Tuxis, etc? (state).....
15. To what other clubs outside school do you belong?.....
16. What Sunday School do you attend?.....
17. What Church do you attend?.....
18. How do you spend your summer vacation?.....

No. 5. FUTURE PLANS

Date.....

Name..... Class

1. When do you intend to leave school?....., 19.....
2. Do you intend to complete your High School Course?.....

3. If not, why?.....
4. If going to work, is it to help at home?.....
5. Do you expect to go to University?..... Which?.....
6. What do you want to do to earn your living?.....
7. What are you doing to prepare for it?.....
(outside of school)
8. To whom have you talked about this work?.....
9. Do your parents wish you to follow this work?.....
10. In what other occupations are you interested?.....
1st choice
- 2nd choice
- 3rd choice
11. List any relatives who might assist or advise you.
Name. Occupation.
1.....
2.....
3.....
12. List any friends who might assist or advise you.
Name. Occupation.
1.....
2.....
3.....

II. HOW TO SUCCEED IN SCHOOL.

1. Discussion of Monthly Reports.

- (a) Weak subjects and the causes of the weaknesses.
- (b) Strong subjects and the causes of strength.
- (c) Suggestions for improvement.

Suggested problems:

- (a) What are the reasons for low grades?
- (b) What are your reasons for disliking to learn a particular subject?
- (c) Is it reasonable to spend your time only on subjects that you like?
- (d) If you obtain a low grade in a subject should you be angry with your teacher, the subject or yourself?

2. Human Capacity to Learn.

- (a) Individual differences.
- (b) The importance of living up to one's capacity.

3. How to Study.

- (a) One of the main reasons why people do not make the best use of their capacity is that they do not know how to study.
- (b) Hints on how to study:
 - (1) Physical conditions—
Sufficient sleep.
Proper food.
Correction of physical defects.
Plenty of exercise.
 - (2) Surroundings—
Light and temperature.
Quiet place for study.

Regular place for study.
 Equipment at hand.
 Freedom from interruptions.

(3) Study schedule.

Regular time for study.
 Definite time allotment for each subject.
 Most difficult subject studied first.
 Place on schedule for systematic review each night.

(4) Concentration—

An attitude of confidence in yourself.
 Avoidance of “puttering around”—begin at once.
 Use of will-power.

(5) Taking hold of the lesson—

Knowing the aim of the lesson and having a reason for studying it.
 Giving the mind a rest between subjects so as to allow your learning to become “set”.
 Appreciation of the unity of the lesson.
 Grasping main points of the lesson—fallacy of cluttering up the mind with unimportant details.
 Special use of outline plan.

(6) Memory an aid to learning—

Trying to understand what you are attempting to “fix”.

Memorize by wholes instead of by parts.

Read and state aloud to intensify impression.

(7) Make a daily schedule for a week to see where your time goes.

4. Self-rating of pupils—Progress Chart.

(a) Methods—Keep a record of your achievement.

(b) Standards.

(c) Application of results for improvement.

III. VOCATIONS.

“Vocational guidance is the process of assisting the individual to choose an occupation, prepare for it, enter upon it and progress in it.”

1. General Classification of Occupations

Before undertaking a study of occupations it is necessary to know something about the various kinds of industries and occupations which exist.

The following classification by industries or types of service rendered is similar to that adopted for census returns and government reports.

Agriculture

a. Mixed farming.

b. Specialized field crops.

c. Stock-raising, ranching, and fur-farming.

d. Dairying.

- e. Poultry-keeping.
- f. Bee-keeping.
- g. Fruit-farming.
- h. Market-gardening.
- i. Nurseries and floriculture (horticulture).

Fishing

- a. Inland-water or fresh-water fishing.
- b. Deep-sea fishing.
- c. Inshore fishing (shell-fish, etc).

Logging

- a. Logging for lumber, timbers, ties, etc.
- b. Pulp-wood logging and barking.
- c. Fuel and charcoal.
- d. Land-clearing.

Hunting

- a. Fur-trapping and hunting.
- b. Food and protective hunting or trapping.

Mining

- a. Coal.
- b. Iron.
- c. Precious metals.
- d. Other non-ferrous metals.
- e. Non-metallic minerals, asbestos, etc.
- f. Oil and gas (wells).
- g. Salt (wells and mines).
- h. Stone (quarries).
- i. Clay, sand, and gravel (pits).

Manufacturing

- a. Vegetable products.
- b. Animal products.
- c. Textiles and clothing.
- d. Wood and paper products.
- e. Printing, publishing, and allied products.
- f. Iron and steel products, machinery, etc.
- g. Non-ferrous metal products.
- h. Non-metallic mineral products.
- i. Chemical and allied products (batteries, drugs, etc.).
- j. Miscellaneous products.

Electric Light and Power

- a. Stationary enginemen and firemen.

Building and Construction

- a. Brick and stone masons.
- b. Carpenters.
- c. Electricians and wiremen.
- d. Painters, glaziers, etc.
- e. Plumbers, steam-fitters, sheet-metal workmen.
- f. Any others not named.

Transportation and Communications

- a. Railway transportation.
 - (a.) Steam railway conductors and brakemen.

- (b.) Locomotive engineers and firemen.
- (c.) Section foremen, sectionmen, trackmen.
- (d.) Street-car conductors and motormen.
- b. Water transportation.
 - (a.) Officers (captain, etc.).
 - (b.) Sailors, deck-hands.
 - (c.) Engineers, firemen, etc.
- c. Road transportation.
 - (a.) Chauffeurs, bus and truck drivers.
 - (b.) Teamsters, deliverymen, drivers.
- d. Air transportation.
 - (a.) Pilots, engineers, groundmen, stewardesses.
- e. Other transportation and communication.
 - (a.) Postmen, mail carriers.
 - (b.) Telegraph and telephone operators.
 - (c.) Messengers.
 - (d.) Linemen, cablemen.
 - (e.) Radio, wireless operators and technicians.

Storage

- a. Packers, craters.
- b. Carters.
- c. Storers.
- d. Shippers—receiving; city, country; road, rail dispatching; water; air.

Commerce

- a. Wholesale distribution. Personnel.
- b. Business service (advertising, auditing, statistics).
- c. Business agencies (brokers and representatives).
- d. Retail selling or distribution.
 - (a.) Owners, managers, dealers.
 - (b.) Salesmen, saleswomen.
 - (c.) Commercial travellers.
 - (d.) Deliverymen.

Finance

- a. Banking (commercial and private).
- b. Investment (credit and loan banking).
- c. Insurance and protection.
- d. Trust companies and estate management.
- e. Real estate.

Service

- a. Public.
 - (a.) Municipal government and administration.
 - (b.) Provincial government administration.
 - (c.) Federal government administration.
 - (d.) Social service.
- b. Professional.
 - (a.) Clergymen, nuns, brothers, religious workers.
 - (b.) Lawyers, justices, magistrates.
 - (c.) Doctors, dentists, opticians, osteopaths.
 - (d.) Nurses, male, female; hospital orderlies.
 - (e.) Professors, teachers.

- (f.) Engineering professions—civil, mechanical, mining chemical, architects, draughtsmen, etc.
- (g.) Accountants, auditors.
- (h.) Artists.
- (i.) Writers.
- (j.) Musicians.

c. Athletics, sports, entertainment (professional).

d. Personal.

- (a.) Restaurant, hotel, boarding-house keepers.
- (b.) Matrons, stewards, waiters, waitresses.
- (c.) Janitors, watchmen, caretakers, chauffeurs, gardeners
- (d.) Barbers, hairdressers, manicurists, and apprentices.
- (e.) Cooks.
- (f.) Domestic servants.
- (g.) Laundering, cleaning, dyeing, pressing.

Clerical

a. Stenographers, book-keepers, office clerks, machine operators

Miscellaneous

- a. Golf caddies.
- b. Deep-sea divers.
- c. Private detectives.
- d. Any other.

A second classification which may be useful in the selection of a suitable vocation can be made by separating the occupations according to the nature and training requirements of the work performed. For example:—

Manufacturing

Iron and steel products, machinery, etc.

- (a.) Proprietors and directors (capital).
- (b.) Officials and executives.
- (c.) Professional employees and consultants.
- (d.) Supervisors and foremen.
- (e.) Skilled manual or mechanical workers.
- (f.) Semi-skilled manual or mechanical workers.
- (g.) Skilled clerical or office workers.
- (h.) Semi-skilled clerical or office workers.
- (i.) Unskilled workers or labourers.
- (j.) General and miscellaneous.

2. Outline of Detailed Study of Selected Occupations.

- (a) How information in regard to occupations can be secured—books, periodicals, trade journals, etc.
- (b) Nature of the work—main advantages and disadvantages.
 - (1) Factors that interest and develop the worker.
 - (2) Factors that cause physical or nervous strain.
 - (3) Factors that restrict mental growth.
 - (4) Factors that are in other respects important as affecting the welfare of workers (i.e. liabilities to accidents, occupational diseases)

- (c) Qualifications and training needed.
 - (1) General education.
 - (2) Necessary technical education.
 - (3) Manipulative skill.
 - (4) Other requirements—qualities such as accuracy.
- (d) Possibilities and requirements of occupation.
 - (1) Provision made for systematic instruction.
 - (2) Necessary technical knowledge.
 - (3) Manipulative skill.
 - (4) Extent to which occupation can be learned in establishments.
 - (5) Line of promotion.
- (e) Remuneration.
 - (1) Wages.
 - (2) Special.
- (f) Hours of work.
- (g) Seasonal demand for work.
 - (1) Busy seasons.
 - (2) Slack seasons.
 - (3) Fluctuations in employment.
- (h) Are workers organized?
- (i) Entrance age.
- (j) Time required to learn duties.
- (k) Does supply of labor meet demand?
- (l) Is demand for labor increasing or decreasing?
- (m) What is the source of supply?
- (n) Common deficiencies of workers. (State of Washington Junior High School Manual, page 63).

IV. EDUCATIONAL GUIDANCE

The aim of Educational Guidance is to assist students in choosing, preparing for, entering upon, adjusting themselves to and making progress in their present and future educational program.

1. (a) Consideration of personal inventory chart made in Part I, at the beginning of the year, to discover strengths and weaknesses in relation to occupational interests.
- (b) Consideration of scholastic reports.
- (c) Consideration of results of tests and measurements.
Note.—This topic is personal and must be dealt with individually.
2. **Importance of Completing the High School Course.**
 - (a) University Matriculation.
 - (b) Normal Entrance.
 - (c) Desirability of high school completion for the following:
 - Work in office.
 - Sales work.
 - Semi-skilled labor.
 - Skilled labor.
 - (d) A broader understanding of the intricacies of modern life.

- (e) A greater appreciation of literature, art, music, social intercourse, theatre, sports, and outside activities.
 - (f) Increased need for more education in order to secure position because of present-day competition and specialization.
3. Detailed Study of Professional Occupations as suggested under "Vocations."

V. INTELLIGENT USE OF LEISURE

The machine and power age has diminished the necessary hours of labor. Hence students need guidance for leisure—preparation for wise recreation.

1. **Athletics**—all-round physical proficiency, co-operativeness and sportsmanship.
2. **Clubs.**
 - (a) Clubs should represent a wide range of wholesome interests. They should develop hobbies.
 - (b) Clubs furnish a healthy outlet for surplus energy.
 - (c) Clubs provide opportunities for the "unsocial" or introverted child, and socialize him.
 - (d) Clubs furnish material for weekly assembly, school concert etc.
 - (e) Clubs give opportunity for training in leadership.
 - (f) Clubs contribute to learning by providing activities related to regular class work; e.g. Art, Book-lovers, Science, Home Economics, etc.

VI. CHARACTER AND CONDUCT

The school is responsible for the students' physical, social and intellectual development, as well as for vocational guidance; but the chief purpose of education is the building of moral stature. Mere pupil assent to platitudes and seemingly impractical ideals is valueless. Every effort should be made to have pupils establish convictions based upon reasoned conclusions.

Direct instruction must seek to instil self-control, self-reliance, reliability, honesty, fair-play, co-operativeness, clean-mindedness, kindness, loyalty, considerateness and truthfulness.

To help the students to develop right habits and high ideals, and learn to form right judgements, the problem-solving method is best. After the problem has been presented to the class, the students should be encouraged to express their views freely, and informally.

Such questions as the following might be discussed by the class:

1. Is cheating on an examination immoral?
2. Is it the duty of society to find employment for everyone?
3. What should be the conduct of a student or a group of students in public places? (e.g. at games, in street cars, at theatres).
4. What are some of the means adopted by people to acquire popularity?

5. What is sportsmanship?
6. What qualities and characteristics are necessary for leadership?
7. What should our attitude be with regard to conservation of natural resources?

VII. CIVIC GUIDANCE

The aims of this division include the development by the student of worthy school, community, province, nation and world citizenship.

The best procedure by which to develop a realistic civic consciousness is by organizing the class into a miniature society or club duplicating the social, economic, political, intellectual, ethical and other relations of the community. Such organization would be similar to the room organization in a student-government-organized school.

1. Suggested Room Organization.

An analytical discussion of the qualities essential to officers should precede the formal organization.

Constitution:

- (1) Officers—functions, responsibilities, qualifications.
- (2) Procedures—elections, meetings, committees.
- (3) Rules and Regulations.

2. Suggested Topics for Class Consideration

Topic I.—Civic Pride—School, Home, Community, Town.

Suggested Problems:

- (1) What projects could be carried out to beautify the school?
- (2) What is your responsibility towards the property of
 - (a) school, (b) home, (c) community?

Topic II.—Responsibility of a student to his Home and School.

Suggested Problems:

- (1) What evidences of good and of bad citizenship do you see in your school and in your community?
- (2) What are your responsibilities to your home and to your school?

Topic III.—Qualities necessary for leadership in civic affairs.

Topic IV.—Student co-operation in school activities.

Topic V.—Elections.

Topic VI.—Parliamentary procedure.

Topic VII.—Critical consideration of underlying principles of democracy.

REFERENCE BOOKS AND MATERIAL.

Choosing Your Life Work: Alberta Teachers' Association (1938).

B. C. Program of Studies for Jr. H. Schools (1936).

B. C. Program of Studies for Sr. H. Schools (1937)
(Bulletin 1.)

- Vocations Through Problems*: Edmondson and Dondineau (Macmillan) (1936).
- Guidance Working Material for Junior and Senior High Schools*: Frank Jones Clarke (Roosevelt H. S., Seattle).
- Guidance Leaflets*: Superintendent of Documents, Washington, D. C. Education Catalogue p. 18; e.g. Architecture (5c).
- Occupational Civics*: Giles (MacMillan Co.).
- The Jr. H. S. Manual* (State of Washington, Olympia).
- Pennsylvania Bulletin* 13.
- Calendars of Universities*.
- Regulations of the Dept. of Education*.
- Supply and Demand in the Professions in Canada*: Education Bulletin 18, Dominion Bureau of Statistics.
- Making a Living*: Lyon.
- I Find My Vocation*: Kitson.
- Labour Gazette*: Federal Govt.
- Occupations*: Brewer.
- Canada Year Book*.
- Publications of the Dept. of Labor*.
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- Census*: Dominion Bureau of Statistics.
- "Occupations"*: Vocational Guidance Magazine.
- Guidance in Secondary Schools*: Koos and Kefauver.
- Extra-curricular Activities*: McKown.
- Evaluating Extra-curricular Activities*.
- Home Room Guidance*: McKown.
- Procedure of Public Meetings*: Bourinot.
- Blue Book of Social Usage*: Emily Post.
- Measuring Intelligence*: Terman, Merrill (1937).
- Group Intelligence Scale, Grades 5-16* (World Book Co.).
- Group Test of Mental Ability Grades 7-12* (World Book Co.).
- Intelligence Examinations for H. S. Grades*: Thorndyke (Teachers' College Bureau of Publications).
- Vocational Guidance Test, Grades 12-13* (H. S. Arithmetic, Algebra, Geometry, Physics and Technical Information).
- Personal Inventory*: Bernreuter (Stanford University Press).
- Inor Group Guidance Series* by R. D. Allen (Inor Publishing Co.) (1934).
- Vol. 1. Common Problems in Group Guidance.
- Vol. 2. Case Conference Problems in Group Guidance.
- Vol. 3. Self-Measurement Problems in Group Guidance.
- Vol. 4. Organization, Supervision of Guidance in Public Education.
- Conduct Problems*: Charters.
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